



EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

**Doubletree Hotel - Ontario
222 North Vineyard Avenue
Ontario, CA 91764
(909) 937-0900**

Wednesday, May 18, 2011

10:30 AM to 1:30 PM

9.0 REVIEW AND APPROVE MINUTES:

Ø March 10, 2011

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 Sonoma State University Entry Level Master's Degree Nursing Program
- 9.1.2 University of San Francisco Entry Level Master's Degree Nursing Program-Clinical Nurse Leader
- 9.1.3 California State University, Fullerton, Baccalaureate Degree Nursing Program
- 9.1.4 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 9.1.5 Carrington College Associate Degree Nursing Program
- 9.1.6 Chabot College Associate Degree Nursing Program
- 9.1.7 College of the Siskiyous LVN to RN Associate Degree Nursing Program
- 9.1.8 Fresno City College Associate Degree Nursing Program
- 9.1.9 West Hills College Lemoore Associate Degree Nursing Program

Progress Report:

- 9.1.10 Los Angeles Trade Tech College Associate Degree Nursing Program

9.2 MAJOR CURRICULUM REVISION

- 9.2.1 Sonoma State University Baccalaureate Degree Nursing Program
- 9.2.2 University of California, Irvine, Baccalaureate Degree Nursing Program

9.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

- 9.3.1 Los Angeles Pierce College Associate Degree Nursing Program.

9.4 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

- 9.4.1 California State University, Dominguez Hills, Family Nurse Practitioner Program

9.5 INITIAL APPROVAL OF PRELICENSURE NURSING PROGRAM

9.5.1 ITT Technical Institute, Rancho Cordova, Associate Degree Nursing Program

9.6 FEASIBILITY STUDY FOR PRELICENSURE REGISTERED NURSING PROGRAM

9.6.1 Stanbridge College Associate Degree Nursing Program

9.6.2 Weimar College Associate Degree Nursing Program

9.7 ACCREDITATION OF SCHOOLS WITH PRELICENSURE NURSING PROGRAMS – UPDATE

9.8 2009 – 2010 POST-LICENSURE PROGRAM ANNUAL REPORT

9.9 LICENSING PROGRAM REPORT

9.10 NCLEX-RN PASS RATES UPDATE

9.11 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

NOTICE: All times are approximate. Meetings may be canceled without notice. For verification of meeting, call (916) 574-7600 or access the Board's Web site www.rn.ca.gov under "Meetings."

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting the Administration Unit at (916) 574-7600 or email webmasterbrn@dca.ca.gov or send a written request to the Board of Registered Nursing Office at 1625 North Market #N-217, Sacramento, CA 95834. (Hearing impaired: California Relay Service: TDD phone # (916) 322-1700). Providing your request at least five (5) business days before the meeting will help to ensure the availability of the requested accommodation.

Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum.

The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: March 10, 2010

TIME: 10:30 AM to 12:30 PM

LOCATION: Department of Consumer Affairs
1625 North Market Blvd.
Hearing Room S-102
Sacramento, CA 95834
916.322.3350

DRAFT

PRESENT: Catherine M. Todero, PhD, RN, Chair
Darlene Bradley, PhDc, MSN, CNS, CCRN, CEN, FAEN, RN
Jeannine Graves, MPA, BSN, RN, OCN, CNOR
Kathrine M. Ware, MSN, RN, ANP-C

STAFF PRESENT: Louise Bailey, MEd, RN, EO; Miyo Minato, MN, RN, NEC; Katie Daugherty, MN, RN, NEC; Kelly McHan, MPH, RN, NEC; Carol Mackay, MN, RN, NEC; Leslie Moody, MAEd, MSN, RN, NEC; Janette Wackerly, MBA, RN, NEC; Bobbi Pierce, Lead – Licensing Program; Julie Campbell-Warnock, Research Program Specialist.

Dr. Catherine Todero called the meeting to order at 1030 AM. Committee members introduced themselves.

9.0 ACCEPTANCE OF MINUTES
January 5, 2011 minutes

ACTION: Accept the Minutes of January 5, 2011
M/S/C: Bradley/Ware
Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 California State University, Fullerton, Baccalaureate Degree Nursing Program, Entry Level Master's Degree Option
- 9.1.2 Holy Names University LVN to Baccalaureate Degree Nursing Program
- 9.1.3 Humboldt State University Baccalaureate Degree Nursing Program
- 9.1.4 Loma Linda University Baccalaureate Degree Nursing Program
- 9.1.5 University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Nursing Program Option
- 9.1.6 United States University Entry Level Master's Degree Program
- 9.1.7 MiraCosta College Associate Degree Nursing Program
- 9.1.8 Pacific Union College Associate Degree Nursing Program
- 9.1.9 University of Phoenix Family Nurse Practitioner Program

Progress Report:

- 9.1.10 Humboldt State University Baccalaureate Degree Nursing Program
- 9.1.11 Simpson University Baccalaureate Degree Nursing Program

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9.1.12 Riverside Community College Associate Degree Nursing Program

L. Moody, NEC, presented this report.

ACTION: Ratify Minor Curriculum Revisions.

M/S/C: Graves/Ware

Public input: None

9.2 MAJOR CURRICULUM REVISION

9.2.1 California State University (CSU), Sacramento, Accelerated Baccalaureate Degree Nursing Program Option (ASBSNc)

Carolynn M. Goetze, PhD, RN, Program Director and Chair for the Division of Nursing, and Ann Stoltz, PhD, RN, the designated ASBSNc Program Coordinator for the CSU Sacramento campus, represented the program.

K. Daugherty, NEC, presented this report. A brief history of the CSU Sacramento program was provided, which included enrollment pattern and NCLEX-RN pass rate history which has been consistently above threshold. CSU Sacramento and CSU Stanislaus are now requesting a major curriculum change for each campus to be able to offer a collaborative fifteen-month ASBSNc option through each institution's self support contract education division. As a collaborative program option, ASBSNc students at each campus will enroll in five "shared" theory courses on the other campus, and then transfer the five courses back to their home campus for BRN Content Required for Licensure and degree credit. The remainder of program courses will be taken through their home campus including all clinical courses. The BSN degree will be awarded by each home campus. Each campus plans to enroll 20-30 students in the proposed 15 months collaborative ASBSNc option once a year beginning in August or December 2011. Revenues from student tuition and fees will be the primary source of funding for each campus. Explanatory documents provided included a detailed proposal with information regarding how the proposed collaborative arrangement complies with all BRN regulations/policies/procedures, program budget, and curriculum content and delivery plan.

All aspects of both programs were evaluated by staff of both schools, and it was determined that program philosophies, conceptual frameworks, learning outcomes, course content, program policies/procedures, course syllabi, course expectations, methods of evaluation and instructional delivery methods are closely aligned and congruent thus making a collaborative arrangement between the two campuses feasible. Appropriate evaluation strategies have been developed to coordinate and monitor course performance/learning outcomes in the ten "shared" courses.

Identified opportunities associated with this collaboration include:

- An additional 40 - 60 students admitted each year resulting in 40 - 60 new baccalaureate prepared registered nurses per year
- Sharing of limited faculty resources
- Utilizing innovation to transform nursing education
- Creating a model program for collaboration that can be replicated
- Increasing local health care agency/education relationships
- Generating revenue producing options to augment traditional funding sources.

Members of the Committee asked for additional information regarding various aspects of the revision proposal to which the following clarifying responses were provided by program representatives:

- **Clinical placements are believed to be adequate to accommodate additional students.**
- **Faculty shortages that resulted in CSU Sacramento's 2007 decision to suspend offering an accelerated program do not present an obstacle at this time. Adequate faculty is available for program delivery, in part due to the sharing of faculty with CSU Stanislaus.**

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- **Program revision approval by Western Association of Schools and Colleges (WASC) was initially budgeted for but later determined to not be necessary per the WASC criteria.**
- **The planned August start will avoid conflict with other nursing student cohorts regarding clinical placements.**
- **The liaison role will include serving as a link for students of one school when in courses taught by the other school, and will also be the link between faculty and the coordinator across the two schools. Faculty from both schools will regularly meet to align syllabi and instructional methodology and perform review of curriculum for shared courses. The problem-solving chain will be progressively the course faculty (for students) then (for faculty or students) the program liaison, coordinator and program director for the school to which the student/faculty is primarily assigned.**
- **The actual change in units from the generic program results from a reduction of one unit of nursing courses and that students will not have to complete additional general education units for graduation as they will have previously earned a Baccalaureate degree. This allows for program completion within fifteen months.**

ACTION: Approve the major curriculum revision for the California State University, Sacramento, Accelerated Baccalaureate Degree Nursing Program Option (collaborative with CSU Stanislaus), with requirement that the program provide additional documentation to the ELC, prior to the April 13, 2011 Board meeting, and which indicates the school has initiated the process of obtaining approval from the Chancellor's office, the Western Association of Schools and colleges does not require additional curriculum or program approval, and that the additional students can be accommodated at the intended clinical facilities without displacing existing students from this or other programs.

M/S/C: Toderro/Ware

Public input: None

9.2.2 California State University, Stanislaus, Accelerated Baccalaureate Degree Nursing Program Option

Dr. Margaret Hodge, Director of the School of Nursing, represented the program.

K. McHan, NEC, presented this report. A brief history of the CSU Stanislaus nursing program was presented, including NCLEX-RN exam pass rates and results of the most recent approval visit which resulted in no findings. It was reported that the collaborative program faculty will utilize instructional delivery methodologies including face to face, online, videostreaming, iMEET, and Blackboard distance education technologies. The program coordinators and faculty will work under the direction and supervision of the program director on each respective home campus. There are adequate clinical facilities and placements available to support the planned program of instruction and anticipated enrollment pattern.

The ASBSNc will be offered at CSU Stanislaus' extended campus site in Stockton. Plans to renovate and customize the site for the ASBSNc include the addition of an eight-bed skills/health assessment lab, two-bed simulation lab, three smart classrooms, student library, faculty offices, administrative offices, and technology support for delivery of instruction (diagram was provided in agenda packet materials). Plans have been approved and funding obtained from the Stockton site authority and the Chancellor's office. Bids have been secured and renovation will begin when the program receives BRN approval.

The NEC will conduct site visits prior to program implementation to verify readiness of the extended campus site. An interim visit will be scheduled as the first cohort of students are completing the last 10-week term. If no areas of non-compliance or issues/concerns are identified, the ASBSNc will be visited on the same schedule as the traditional BSN degree option.

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Members of the Committee asked for additional information regarding various aspects of the program's proposal to which the following clarifying responses were provided by the program representative:

- **The accelerated option is a new program for CSU Stanislaus.**
- **Construction of new facilities at the Stockton site will begin upon receipt of BRN approval for the program.**
- **The apparent variation in fees between CSU Sacramento and CSU Stanislaus is due to the inclusion of Assessment Technologies Incorporated (instructional materials) fees being included for CSU Stanislaus in the program fee whereas they are a separate fee in CSU Sacramento's fee structure.**
- **Faculty competence in the area of distance education delivery will be guaranteed by prior experience of faculty and additional training.**
- **Stockton area healthcare facilities have provided student clinical placement opportunities which will be beneficial to those facilities in meeting future staffing needs as well as meeting future staffing needs for a new correctional facility hospital that is soon to be built.**
- **Students will be required to travel out of the area for pediatric clinical rotations.**

ACTION: Approve the major curriculum revision for the California State University, Stanislaus, Accelerated Baccalaureate Degree Nursing Program Option (collaborative with CSU Sacramento) with requirement that the program provide additional documentation to the ELC, prior to the April 13, 2011 Board meeting, that indicates the school is in process of obtaining approval from the Chancellor's office, the Western Association of Schools and colleges does not require additional curriculum approval, and that the additional students can be accommodated at the intended clinical facilities without displacing existing students from this or other programs.

M/S/C: Ware/Bradley

Public input: None

9.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

9.3.1 National University Baccalaureate Degree Nursing Program

The program director, Dr. Mary McHugh, School of Health and Human Services-Nursing Chair, represented the program.

L. Moody, NEC, presented this report. On August 11, 2010, a program visit was made to National University, Baccalaureate Degree Nursing Program – Fresno campus in response to concerns submitted by students to the BRN. The program was found to have six areas of Non-compliances and three Recommendations were made. The program submitted a plan of correction on October 3, 2010, reflecting significant action had been taken in some areas and additional action was planned to address the remaining areas of noncompliance. The findings of the August visit to the Fresno campus and the program's response were reported to the Education Licensing Committee at the November 16, 2010 meeting and to the full Board at the November 17, 2010 meeting at which time the board deferred action to continue approval of National University Baccalaureate Degree Nursing program, directed that monitoring of the program's progress in implementing their plan of correction at the Fresno campus continue, that a visit be scheduled and conducted at the Los Angeles campus of the program, and that the program submit a progress report to the ELC at the March, 2011 meeting.

Nursing Education Consultants (NEC) Leslie Moody and Miyo Minato conducted a visit to the National University, Los Angeles campus on December 16, 2010. Findings of concern at this campus of the program were similar to those at the Fresno campus. These areas of concern were reviewed with the program director. NECs advised that these issues need to be resolved without delay and a progress report reflecting complete implementation of all corrective actions for the program at all locations should be submitted no later than January 31, 2011. In January 2011, Dr. Mary McHugh was newly

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appointed as director of the program. Prior to January 31, a progress report was submitted by the program that described a plan with actions implemented which corrected all areas of Non-compliance and Recommendation stemming from visits to both the Fresno and Los Angeles campuses.

In response to Committee questions regarding faculty retention, Dr. McHugh responded that it is sometimes difficult due to curriculum revisions that are needed. Evaluation of the curriculum is currently underway to identify where revisions are needed. When asked about program mechanisms for students to effect problem-solving, Dr. McHugh assured that students are now thoroughly advised regarding this issue and that she has a very strong and available presence to students at all three campuses of the program. The Committee clarified that award of continuing approval status applies only to the existing program and enrollment and does not address permission for expansion of sites or enrollment. The Committee extended an invitation to the National University students to attend BRN Board and Committee meetings including Diversion/Discipline Committee which can be beneficial to students' forming an understanding of professional practice.

ACTION: Continue approval of National University Baccalaureate Degree Nursing Program with Nursing Education Consultant to perform a follow-up site visit to the program's Fresno campus in April 2011 to validate the program's continued compliance.

M/S/C: Ware/Bradley

Public input: None

9.4 MEMORANDUMS OF UNDERSTANDING FOR CALIFORNIA APPROVED REGISTERED NURSING PROGRAMS IN PARTNERSHIP WITH OUT-OF-STATE ONLINE REGISTERED NURSING PROGRAMS

C. Mackay, NEC presented this report. The purpose of placing this item on the Education Licensing Committee agenda was to review the history of these partnerships, the BRN legal authority for approving a partnership, the requirements for a partnership and the continuation of these partnerships in California. Background was provided about schools operating under the partnership model including Sonoma State University/Indiana State University (currently operating) and the San Diego State/University of Oklahoma (being phased out). The ELC was informed that there are two new schools proposing to replicate this program delivery model by establishing a partnership through a written agreement - Memorandum of Understanding - with a California BRN approved pre-licensure registered nursing program. Information was presented regarding the BRN legal authority, requirements of the memorandums of understanding and clinical facility agreements. At this time, the BRN Partnership Model was presented to the Board for review of the legal authority for the partnership model in California, and to determine whether out-of-state nursing program partnerships should be continued.

C. Mackay clarified for the Committee that this issue was only pertinent to prelicensure nursing programs. Louise Bailey, Executive Officer, explained that it is important to have uniform requirement standards regarding this issue so that they can be understood by all school applicants.

In response to questions from the Committee, Dr. Liz Close of Sonoma State University offered the following information about their partnership program with Indiana State University:

- **Students are simultaneously enrolled in both universities and clinical experiences are completed concurrently with the complementary theory courses.**
- **Advantages of the program include attraction of a culturally diverse student population (50% of students are other than Caucasian), provision of an opportunity for Licensed Vocational Nurses to progress to Registered Nursing, and delivery of the program without impact to the California state budget.**
- **Outcomes are difficult to measure yet as only eleven graduates have taken the NCLEX-RN with a result of eight passing and three failing.**

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Dr. Rob Fast of the University of California, Los Angeles, where an out of state partnership is being considered, was accompanied by representatives from Marian University and Orbis. They responded to the Committee that the program under consideration for development by them would be an accelerated BSN program with the intent of filling the gap created by the dissolution of the Oklahoma State University partnership, but that they have not yet sought or received approval from The Regents of the University of California as exploration and development is still in the very preliminary stages. Representatives reported that the Oklahoma State University program served approximately 400 students who experienced an NCLEX-RN pass rate of 97% and a high rate of post-graduation employment.

Public input: None

9.5 ACCREDITATION OF PRELICENSURE NURSING PROGRAMS UPDATE

L. Moody, NEC presented this report. The committee was informed that scheduling of the public forums to gather stakeholder opinion regarding this issue has been completed. Dates, times and city locations of the public forums were recited, and the Committee was advised that public notice would soon be posted on the BRN website and mailed out per usual BRN procedures.

Public input: None

9.6 2009-10 REGIONAL ANNUAL SCHOOL REPORTS

J. Campbell-Warnock, Research Program Specialist presented this report. The Regional Annual School Reports present the historical analyses of nursing program data from the 2000-2001 BRN Annual School Survey through the 2009-2010 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, simulation centers and student access to clinical sites and experiences. The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses. The San Francisco Bay Area Report (Region 4) was presented as a sample. Final reports for all nine regions will be made available to the public on the BRN website.

Dr. Todero suggested that future surveys should include asking more specific questions regarding denials of clinical placements for students, to explore whether the denial was permanent or temporary and whether the denial was absolute or offering an alternative schedule to historically held days and times.

Public input: None

9.7 LICENSING PROGRAM REPORT

B. Pierce, Lead Licensing Program Analyst presented this report.

Program Update:

The Board of Registered Nursing Licensing Program has been processing applications for January graduates wanting to take the NCLEX-RN. Schools are able to provide the Board with information for their graduates a minimum of 4 weeks prior to the graduation date but some schools are not submitting documentation until after the graduation date. 145 applications from new graduates were processed between February 1, 2011 and February 22, 2011.

The Licensing Program will be facing challenges this spring due to the following vacancies: three Key Data Operator (KDO) positions; one Staff Services Analyst (SSA) position and the Program

Manager position. The KDO positions are critical in the processing of the new applications. The KDOs create the new files that are then directed to the Evaluators for processing. The main focus of the SSA position that will be vacant is the evaluation of internationally educated applicants, and the person in this position is cross-trained to assist with other evaluations. Before the increase in new graduate applications begins in April, it will be necessary to determine how the existing duties can be redirected to continue processing and evaluating applications efficiently and not create a backlog.

Statistics:

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor’s Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to contribute towards California’s job growth through expeditious and efficient processing of pending professional examination and licensing applications. The statistics for the last two fiscal years and the first six and one-half months of Fiscal Year 2010/11 were presented. A decrease in the number of applications for examination, endorsement and repeaters during the last two fiscal years was noted. It is believed this is due to the economic slowdown and the Board’s no longer accepting applications without a United States Social Security Number.

Issues:

- Credits given for entire programs such as vocational nursing, nursing assistant and MD level to meet RN course work requirements: the student completes minimal theoretical and clinical course work prior to receiving the degree as a Registered Nurse.
- Modular distance learning programs offering self-directed and/or independent study: these students have only occasional interaction with an assigned tutor, and how, when and where the clinical practice is completed is questionable. .
- Increased scrutiny of documents from a school in Indonesia: the education is being validated by a former school official who has not been affiliated with the school for at least three years.
- Continue to receive questionable transcripts and nursing licenses from the Philippines.
- Continue to receive applications from students who attended on-line programs offering degrees based on work and/or experiences, with a degree awarded in as little as 7 days: a transcript for an applicant who completed one of these programs was sent from a company based in the United Arab Emirates.

The Committee commented on the high-level of detail and expertise that are being exercised in the performance of this service and complimented the Licensing staff for their work.

Public input: None

9.7 NCLEX-RN PASS RATES UPDATE

K. Daugherty, NEC, presented this report. The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES

January 1, 2010 – December 31, 2010/****

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	11,371	87.53
United States and Territories	140,883	87.42

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES
By Quarters and January 1, 1010-December 31, 2010*/**

1/01/10- 3/01/10		4/01/10- 6/30/10**		7/01/10- 9/30/10		10/1/10- 12/31/10		10/01/10- 12/31/10	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
3,840	89.79	2,114	89.92	4,423	86.03	994	80.38	11,371	87.53

*Includes (9), (6), (6)& (2) “re-entry” candidates.

** 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1 – June 30), if there is substandard performance (below 75% pass rate for first time candidates annually), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months and a report is made to the Education /Licensing Committee following the full approval visit.

Public input: None

9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Public input: None

Meeting adjourned at 1245.

Submitted by:

Accepted by:

Leslie A. Moody, MSN, MAEd, RN
 Nursing Education Consultant

Catherine M. Todero, PhD, RN
 Chairperson

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: January 5, 2011

TIME: 10:30 AM to 12:30 PM

LOCATION: **Hilton San Diego Mission Valley**
901 Camino del Rio South
San Diego, CA 92108
Phone: 1.619.543.9000

PRESENT: Catherine M. Todero, PhD, RN, Chair
Judy Corless, BSN, RN
Dian Harrison, MSW, Public Member
Richard L. Rice, Public Member

STAFF PRESENT: Louise Bailey, MEd, RN, EO; Miyo Minato, MN, RN, NEC; Katie Daugherty, MN, RN, NEC; Leslie Moody, MEd, MSN, RN, NEC; Janette Wackerly, MBA, RN, NEC; Bobbi Pierce, Licensing Manager; Julie Campbell-Warnock, Research Program Specialist.

Dr. Catherine Todero called the meeting to order at 1030 AM. Committee members introduced themselves.

9.0 ACCEPTANCE OF MINUTES
September 22, 2010 MINUTES
November 15, 2010 MINUTES

ACTION: Accept the Minutes of September 22, 2010 and November 15, 2010 with minor corrections to punctuation and grammar.

M/S/C: Harrison/Corless

Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 California State University Chico, Baccalaureate Degree Nursing Program (LVN to BSN Option)
- 9.1.2 California State University Fresno, Baccalaureate Degree and Entry Level Master's Degree Nursing Program
- 9.1.3 California State University San Marcos, Baccalaureate Degree Nursing Program
- 9.1.4 University of San Francisco, Baccalaureate Degree Nursing Program
- 9.1.5 Chabot College, Associate Degree Nursing Program
- 9.1.6 College of Marin, Associate Degree Nursing Program
- 9.1.7 College of the Sequoias, Associate Degree Nursing Program
- 9.1.8 Golden West College, Associate Degree Nursing Program
- 9.1.9 Mt. San Antonio College, Associate Degree Nursing Program
- 9.1.10 Mt. San Jacinto College, Associate Degree Nursing Program

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9.1.11 Unitek College, LVN to RN Associate Degree Nursing Program

9.1.12 Yuba College, Associate Degree Nursing Program

Progress Report:

9.1.13 California State University Sacramento, Baccalaureate Degree Program

9.1.14 United States University, Entry Level Master's Degree Nursing Program

L.Moody, NEC, presented this report.

ACTION: Ratify Minor Curriculum Revisions.

M/S/C: Rice/Harrison

Public input: None

9.2 MAJOR CURRICULUM REVISION

9.2.1 California State University Dominguez Hills, Entry Level Master's Degree Nursing Program

The program director, Patricia A. Hinchberger, EdD, RN, represented the program.

M. Minato, NEC presented this report. CSU Dominguez Hills ELM Program submitted a major curriculum revision proposal that their faculty had been working on since spring 2010, and is intended to ensure complete educational preparation for graduates entering the Clinical Nurse Leader roles. The revision was guided by program evaluation and student feedback. Documents were provided that detailed the proposed course changes which met the Board rules and regulation. Major elements of the revision included: lengthening of the curriculum from five to six semesters; redistribution of course contents, re-sequencing of courses, and renumbering of courses; strengthening the leadership and management content by introduction of courses for CNL roles concurrently with the basic medical surgical courses and offering theory of CNL roles in two separate courses, with increasing the number of clinical hours for the CNL practicum to ensure adequate clinical hours for the CNL role; re-distribution of nursing units resulting in more nursing units designated as Master's, post-licensure content but a net increase of only one unit for the ELM degree.

Dr. Todero requested clarification regarding the length of the program. Dr. Hinchberger responded that the program is two years in length including students' attendance at summer sessions. Dr. Todero asked if the CNLs were finding employment post graduation. Dr. Hinchberger responded that many already work in the VA system where CNL certification is a requirement.

ACTION: Approve the major curriculum revision for the California State University Dominguez Hills, Entry Level Master's Degree Nursing Program.

M/S/C: Corless/Harrison

Public input: None

9.2.2 University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto Jessica Gomez, MSN, RN, Director LVN to BSN Program/Chair - College of Nursing, and Pamela Fuller, Ed.D, RN, Dean – College of Nursing, represented the program.

J. Wackerly, NEC presented this report. The University of Phoenix, Modesto Campus, LVN-RN program requested approval of a major curriculum revision with anticipated implementation March 1, 2011. The major curriculum design aligns the College's mission, student needs, California Board of Nursing regulation 1426, QSEN core competencies, and the CCNE's 2008 *Essentials of Baccalaureate Education*. The nursing theory selected is Jean Watson's Theory of Human Caring. Curriculum revision includes the addition of six units, increasing the overall program from 120 to 126 units. Anatomy and Physiology courses will increase by one unit to four units, incorporating virtual lab

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experience, and Microbiology units are increased as well. Nursing courses were revised by increasing credits or strengthening content. Revised curriculum will have new course titles and numbers and meets Board rules and regulations.

Dr. Todero asked about the application of TEAS testing. Ms Gomez and Dr. Fuller explained that it would initially be used to identify student tutoring needs and to gather data on student performance that will determine how it will be used in future curriculum applications. Dr. Todero and Judy Corless asked about the use of simulation. Dr. Fuller and Ms Gomez explained that simulation is used for instruction in one class meeting for each nursing course. In response to additional questions regarding enrollment and FTEs, Dr. Fuller informed that there are currently 258 students in the program with 199 currently in nursing courses, and that there are 3 full-time faculty plus a simulation tech that assists RN faculty with technical aspects of the skills lab supported by 21 adjunct faculty. The program considers faculty teaching load which is six courses per year.

ACTION: Approve the major curriculum revision for the University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto.

M/S/C: Rice/Corless

Public input: None

9.2.3 Napa Valley College, Associate Degree Nursing Program

Susan C. Engle, MSN, RN, Interim Associate Dean, represented the program.

J. Wackerly, NEC presented this report. The Napa Valley College ADN Program requested approval of a major curriculum revision that included the adoption of a Mission Statement, updating the Philosophy, development of the Unifying Theme, and Program Outcomes and Course outcomes statements. The faculty used the Nursing Practice Act (NPA), and the Institute of Medicine Teaching IOM: Implications of IOM Reports for Nursing Education and other references to strengthen the curriculum. The curriculum revision changed course content but course titles and numbers were unchanged. Total nursing units and units for graduations remained the same. The program implemented the curriculum revision in January 2009.

The revision was not noticed to the NEC until fall 2010. The NEC met with the nursing faculty on December 6, 2010 and explained the board's rules and regulations regarding and the need for Board approval prior to the program implementing a major change in curriculum.

Napa Valley College also has a Paramedic/LVN to RN advanced placement program. Napa Valley College, utilizing HESI testing, has validated that Paramedics and LVNs have basic knowledge base, so these students are given 11.5 units of equivalency credit. The program provides Bridge Modules for the Paramedic/LVN with Web-based theory followed by clinical. Paramedic students are also required to complete a Bridge Module in Maternity Nursing.

Dr. Todero requested additional information about the advanced placement provision and was provided additional verbal report by Ms Engle who also advised that grant funding for this pilot program was ending which may result in loss of future opportunities to continue this option. Dr. Todero asked if there were any challenges unique to these advanced placement students to which Ms Engle reported that students sometimes had more difficulty learning the role of the RN and that one of the program's faculty is conducting research to explore this issue. J. Corless asked whether the IOM recommendations used in forming the revision were the current recommendations or from the past report. Ms Engle clarified that they were from the past report

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but that the program was involved also in projects to implement the current IOM report recommendations including a collaborative with Sonoma State University that facilitates graduate progression to BSN and MSN degree programs.

ACTION: Approve the major curriculum revision for the Napa Valley College, Associate Degree Nursing Program

M/S/C: Corless/Rice

Public input: None

9.3 ACCREDITATION OF PRELICENSURE NURSING PROGRAMS

L. Moody, NEC, presented this proposal. A revised Agenda Item Summary and table attachment were provided to committee Board members at the beginning of the meeting.

During the regulatory process for the recently approved education regulations, the concept of requiring accreditation of all prelicensure nursing programs was raised. Several commentators submitted public comments on the proposed regulations recommending an accreditation requirement. Specifically, two organizations (American Nurses Association-California and California Nurses Association) and two individuals (Baker and O'Rourke) recommended that the Board require institutions of higher education be accredited by a regional or national accrediting organization such as Western Association of Schools and Colleges (WASC). Reasons stated for recommending the proposed requirement included: 1) accreditation is in the public interest; 2) is a requirement for other types of healthcare professionals' education; 3) assures quality of the institution; 4) provides consistent standards; 5) increases potential for transferability of units; 6) ensures that the institution provides an environment that supports broad education and intellectual stimulation; and 7) facilitates students' access to federal financial aid. The Board voted to accept the comments and to promulgate a separate regulatory proposal requiring that institutions of higher education be accredited, and at its November 2010 meeting, the Board referred the issue of accreditation of these institutions to the Education and Licensing Committee.

BRN staff have researched and discussed the issue, and submitted the following proposal: The institution of higher education offering the nursing program, or the institution of higher education with which the nursing program is affiliated, must be institutionally accredited by the Junior/Community College or Senior College Division of the Western Association of Colleges and Schools or a regional counterpart. Existing programs that do not meet the requirement must, within a specified time period yet to be determined: 1) apply for regional accreditation; 2) submit reports to the Board detailing the institution's progress in achieving the requisite accreditation; and 3) become fully accredited.

A variety of reasons for requiring institutional accreditation have already been provided and a presentation on "accreditation" and the staff discussion regarding research findings that produced this proposal was presented along with the reasons for recommending regional institutional accreditation which include transferability of academic credit, focus on degree-granting colleges and universities, comparability with accreditation requirement for other professions, comparability with accreditation requirement for public institutions of higher education, and guarantee of degree-granting authority.

ELC Board members asked questions regarding cost and length of time required for WASC accreditation and all expressed a desire to hold multiple public forums to facilitate stakeholder input preliminary to consideration of drafting regulatory language for this proposal.

ACTION: Hold public forums in four California locations (Sacramento, Los Angeles, San Diego, central California) to invite input from as many constituent groups as possible, including schools, nursing programs, students, healthcare provider and nursing organizations, consumers and others, on the proposal to require the schools of Board approved nursing programs be

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institutionally accredited by the Junior/Community College or Senior College Division of the Western Association of Colleges and Schools or a regional counterpart. Staff to report to ELC input received from these public forum sessions.

M/S/C: Harrison/Rice

Public input: Kelly Green of the California Nurses' Association urged the Board to continue its progress of working on this concept. Diane Moore, Associate Provost of West Coast University expressed concerns regarding the cost and length of time required to achieve WASC accreditation, discussed the benefits of accreditation by a national accrediting body, and urged the Board to not limit acceptable accreditation to only WASC. Elizabeth Berry, RN, NP, Riverside County Regional Medical Center expressed support for an accreditation requirement that may provide additional value to students and is also necessary to qualify graduates for employment in the VA system. Mikail Schneider, VP of Nursing, Heald College stated that transferability of units is problematic even between public California colleges and that, regardless of accreditation status, acceptance of units is determined by each individual college. Mr. Schneider also expressed concerns regarding potential expenses of WASC accreditation to colleges resulting from changes that schools must make to come into compliance with WASC standards. Cheryl Ratliffe of Concorde Career Colleges stated that she supports evaluation of the issue and encouraged evaluation of the manner in which other states have addressed the issue of academic quality.

9.3 GOALS AND OBJECTIVES 2011-2013

L. Moody, NEC presented this report. Biennially committee goals and objectives are reviewed and revised as needed. The 2009-11 ELC Goals and Objectives were reviewed and revised to produce 2011-2013 recommendations listed in an attachment. A summary of changes to the 2009-11 Goals/Objectives was provided.

ACTION: Approval of the Goals and Objectives 2011-2013 as presented.

M/S/C: Rice/Corless

Public input: None

9.5 2010 GOAL ACHIEVEMENT REPORT

L. Moody, NEC presented this report. Annually the committee reviews the activities of the previous calendar year in relation to meeting their stated goals and objectives. An attachment detailed the achievements relative to ELC 2009-11 Goals and Objectives for the period of January 2010 to December 2010. Achievements for Goal #5 were not listed in the draft report but it was verbally reported that staff work relative to these goals and objectives is ongoing, and the report will be updated to reflect such.

Public input: None

9.6 LICENSING PROGRAM OVERVIEW AND STATISTICS

B. Pierce, Lead Program Analyst presented this report.

Program Update:

From October 1, 2010 through December 14, 2010, the Board received 2,497 applications from new graduates who attended California nursing programs and 147 applications from new graduates who attended out of state nursing programs. This is a slight decrease in applications from the previous period and may be due to students waiting to submit their application until they have successfully completed the final course or delaying application due to concerns related to decreased employment opportunities. Of these applications, 521 California graduates and 28 out of state graduates have been found eligible

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for the NCLEX-RN. There have been 77 California graduates and 9 out of state graduates permanently licensed. The reason for the difference between the number of applications received and the number of applicants made eligible is that California graduates cannot be found eligible for the examination until the date of graduation or completion of nursing requirements, and out of state graduates cannot be found eligible for the examination until an official transcript, with degree posted, has been received and evaluated. An update of the number of new graduates found eligible and licenses issued will be provided at the February Board Meeting.

Statistics:

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last two fiscal years and the first five and one-half months of Fiscal Year 2010/11 were provided in an attachment. It was pointed out that there is a decrease in the number of applications for examination, endorsement and repeaters during the last two fiscal years. It is believed that this is due to the economic slowdown and the Board no longer accepting applications that do not include a United States Social Security Number. In the previous quarter there were only 23 applicants that did not have a Social Security Number.

Issues:

- The International Analysts have seen an increase in the number of fraudulent documents. These documents include transcripts allegedly being sent from nursing schools and copies of registered nursing licenses sent by applicants. While the number of applications has decreased, the time needed to analyze the applications and supporting documents has increased. There are a large number of international applications suspended in queue waiting action such as submission of transcripts by some other party or additional documentation from applicant.
- Online programs that offer degrees based on life and/or work experience. The applicant can earn a degree in as little as seven (7) days. The websites state that there is no attendance required, no course materials, no examinations, and no waiting to get into the program.

Dr. Todero asked about the approximately 1,000 applications pending action. Ms Pierce explained that there were various reasons including waiting for the roster from the program, waiting on fingerprinting results or that the student had not yet successfully completed the final program course.

Public input: An audience member commented that they had known of an illegitimate school that kept boxes of degree documents that were distributed to enrollees. This person suggested that BRN costs of reviewing international applications should be offset by requiring higher fees from these applicants.

9.7 OUT OF COUNTRY APPLICANTS

B. Pierce, Lead Program Analyst presented this report.

While the Licensing Program has experienced a decrease in the number of applications for applicants educated out of the country, the level of difficulty in analyzing these applications has increased. The

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Licensing Analysts review documents from nursing programs all over the world. While the documents differ in format from each country, there are consistencies within each country that the analysts are familiar with. Examples of some of the difficulties the Licensing Analysts deal with on a daily basis and challenges unique to reviewing applications from applicants educated in the Philippines, Haiti, Ethiopia, Nigeria, Russia and former republics, and China were described.

Dr. Todero noted that there may be many foreign nurses practicing in California who were licensed during the past period of nursing shortage and questioned whether the degree of scrutiny has always been as extensive. Ms Pierce clarified that during her time in her current role, international applications undergo a very thorough review.

Public input: None

9.8 2009-2010 ANNUAL SCHOOL REPORT (PRELIMINARY REPORT)

J. Campbell-Warnock, Research Program Specialist presented this report.

The BRN 2009-2010 Annual School Survey was conducted from October 1, 2010 to November 15, 2010. The survey was conducted on behalf of the Board by the Research Center at the University of California, San Francisco. Drafts of the 2009-2010 Annual School Report – Data Summary for Pre-Licensure Nursing Programs and 2009-2010 Annual School Report – Data Summary and Historical Trend Analysis were provided under separate cover, and include data on enrollments, graduations, faculty historical data from past years of the survey where available, etc. from California pre-licensure nursing programs. Ms Campbell-Warnock reviewed the data and provided analysis and interpretation.

It was explained that finalization of the report data has been slightly delayed due to factors that include the expanded length of this year's report related to the addition of questions to the survey, substitute staff working on the report at UCSF and delay in submission from one program due, in part, to flooding of their computer facilities. A final report will be available at the next Board meeting.

ELC Board members discussed possible areas of concern related to student displacement from clinical rotations. Some healthcare organizations only accommodate students for clinical placement that will meet the organization's hiring criteria relative to the degree that will be earned. Dr. Todero suggested that future survey language for questions regarding loss of clinical placement might be made more specific to elicit a response that indicates whether the program completely lost a clinical placement or was offered a clinical placement that was different from previous schedules.

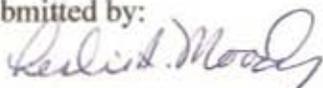
Public input: None

9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Public input: None

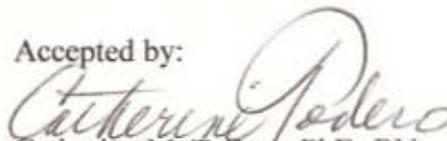
Meeting adjourned at 1250.

Submitted by:



Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant

Accepted by:



Catherine M. Todero, PhD, RN
Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.1

DATE: May 18, 2011

ACTION REQUESTED: Ratify Minor Curriculum Revisions

REQUESTED BY: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 9.1.1 Sonoma State University Entry Level Master's Degree Nursing Program
- 9.1.2 University of San Francisco Entry Level Master's Degree Nursing Program-
Clinical Nurse Leader
- 9.1.3 California State University, Fullerton, Baccalaureate Degree Nursing Program
- 9.1.4 The Valley Foundation School of Nursing at San Jose State University
Baccalaureate Degree Nursing Program
- 9.1.5 Carrington College Associate Degree Nursing Program
- 9.1.6 Chabot College Associate Degree Nursing Program
- 9.1.7 College of the Siskiyous LVN to RN Associate Degree Nursing Program
- 9.1.8 Fresno City College Associate Degree Nursing Program
- 9.1.9 West Hills College Lemoore Associate Degree Nursing Program

Progress Report:

- 9.1.10 Los Angeles Trade Tech College Associate Degree Nursing Program

NEXT STEP: Place on Board Agenda

FISCAL IMPLICATION(S), IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, NEC
(760) 369-3170

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: May 18, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Sonoma State University Entry Level Master's (DEMSN) option	K. Daugherty	04/05/2011	Skip one admission cycle (January 2012—24 students) for this program option due to severe budget restrictions, lack of qualified faculty (some due to retirements), and need to review/revise the curriculum. The 21 students currently enrolled in this option will graduate in August 2011. Graduates in this option have maintained 100% NCLEX pass rate since the inception of the program and also successfully obtained national CNL certification.
University of San Francisco Entry Level Master's Degree Nursing Program-Clinical Nurse Leader	K. Weinkam	02/22/2011	<p>Students currently receive one final grade for NURS 611 Clinical Lab 1 (4 units), a course which covers both health promotion in the community and maternity nursing. In order that students receive a final grade for each component, the course will be separated into two, two-unit clinical courses: NURS 616 Health Promotion of Families and Individuals Across the Life Span and NURS 617 Child-Bearing Families.</p> <p>Faculty and administration are also rearranging content for two medical-surgical courses for better balance. The course numbers will stay the same, but the titles, units, and objectives will be modified to reflect the content. NURS 618 Med/Surg I (4 units) and NURS 635 Med/Surg 2 (2 units) will become NURS 618 Disease Management I: Acute Care and NURS 635 Disease Management II: Chronic Care, each three units.</p>
California State University, Fullerton, Baccalaureate Degree Nursing Program	M. Minato	03/23/2011	The program submitted a proposal to establish an extended campus in partnership with St. Jude Medical Center (SJMC), at Fullerton to offer a BSN program to SJMC's employees. The program will offer prerequisite (GE) courses, onsite, online, or at CSUF campus. RN courses will be offered onsite at SJMC. Curriculum will be exact replica of the approved BSN curriculum program at CSUF: Total licensure required units: 89-90; Nursing units: 58 (34 theory; 24 clinical); Communications – 6; Sciences: 25-26. Units required for BSN degree are 126-127. LVN 30 Unit Option will have 28 units. The extended campus site visit was made on 3/23/11. SJMC and has adequate class room and simulation units, and hospital's library; CSUF's resources for students are available as well. There are clinical spaces to accommodate the

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: May 18, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			<p>projected cohort of students.</p> <p>Two additional clinical sites, St. Josephs Hospital and Children's Hospital of Orange County, have been secured to ensure experiences in all required content areas. CSUF's Director and Asst. Director will oversee the implementation of this program with the SJMC's Program Director and a designated Clinical Educator, who will direct student activities at SJMC.</p> <p>One cohort of twelve students, among which will be employees of St. Jude's, will be admitted each fall semester, with projected start date of spring 2011, pending approval by the CSU Chancellor's Office.</p>
The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program	J. Wackerly	02/17/2011	Name change only. Previously known as California State University, San Jose, Baccalaureate Degree Nursing Program.
Carrington College Associate Degree Nursing Program	K. Daugherty	04/07/2011	Provided written notice of two additional terminal program objectives that were added sometime time after initial program approval but not reported prior to implementation that reflect mastery and use of evidence based practice and information management and technology literacy. Content relevant to the added terminal objectives has been integrated across the curriculum.
Chabot College Associate Degree Nursing Program	K. Daugherty	03/29/2011	Updated NPA content in N 55 (Fundamentals) and 60B (Adult Health II). Added QSEN content to N 55 and 60B and corrected clinical unit calculation error in N 73 (IV Therapy) and made N 60A enrollment or completion as prerequisite to N 73. Total nursing units (45) and total CRL and degree units remain unchanged.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: May 18, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
College of the Siskiyous LVN to RN Associate Degree Nursing Program	K. Daugherty	02/10/2011	Add a ½ unit of clinical to N 31, N32, N41 and N42 to integrate clinical simulation hours in each of these courses. CRL units will increase from 19 to 21 units of clinical; total CRL will increase from 65 to 67 units; and total graduation units will increase from 71 to 73 units. Re-title N31-Mental Health and Geriatric Nursing (5.5 units) to accurately reflect course content and unit distribution in these two specialty areas. Create N31X, Mental Health/Geriatric Nursing (5 units) for students electing the LVN 30 unit option.
Fresno City College Associate Degree Nursing Program	K. Weinkam	02/23/2011	The major curriculum change approved in 2009 provided for the nursing courses to be offered over the 18-week semester. Based on their experience with this curriculum, faculty have now determined that offering RN 32 Foundations and Introduction to Medical Nursing Skills over the first nine weeks and then offering RN 32A Foundations and Introduction to Medical Surgical Nursing Clinical over the second nine weeks of the first semester would maximize students' experiences in the clinical setting. This change becomes effective fall 2011.
West Hills College Lemoore Associate Degree Nursing Program	K. McHan	03/23/2011	Changes to Nurs 101 Learning Lab, a 2-unit elective course offered each semester, include renaming the course for each consecutive semester to Nurs 14A Foundations Learning Lab, Nurs 14B Pharm and Obstetrical Nursing Learning Lab, Nurs 14C Specialty Nursing Learning Lab, and 14D Advanced Nursing Learning Lab. This change aligns the course number with the other courses in the program and allows for transferability. The letter changes indicate increasing rigor. Each course will be required, increasing total units required for licensure from 80.5 units to 88.5 units.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: May 18, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Los Angeles Trade Tech College Associate Degree Nursing Program	M. Minato	03/07/2011	Site visit was made to LATT's newly renovated nursing department in the Magnolia Hall (previously the Administration Building). The department moved from the temporary building on January 2011. The new department occupies two lower floors dedicated to the nursing department: five dedicated classrooms, including one large room for 60 students; a seven-bed skills lab; two simulation rooms (ICU and OB) and a debriefing room between the simulation rooms fully equipped with hi- and mid-fidelity models. Each room has ability to videotape for review of experiences; multi-media, computer lab; faculty office, with individual cubicles; and, a conference room and lounges for faculty and for students.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.2.1

DATE: May 18, 2011

ACTION REQUESTED: Major Curriculum Revision for Sonoma State University
Baccalaureate Degree Nursing Program

REQUESTED BY: Katie Daugherty, MN, RN

BACKGROUND: Dr. Liz Close has been the program director and chair for the nursing department since 1997. The eight semesters generic BSN program was initially approved in 1994 and continuing program approval was granted most recently in February 2010 with no areas of non-compliance identified. The program admits 24 generic BSN students annually and maintains a total enrollment of approximately 76 students with consistent retention rates in the range of 84-100%. Annual NCLEX pass rates for the last three years have ranged from 84.2 to 92.5%. The program enjoys an excellent reputation in the community and among employers in the region.

Currently courses in the nursing major are sequenced in the last six terms of the eight terms program of study. Sonoma State University wishes to revise and re-sequence courses and re-align existing content in the nursing major so students can more easily complete the BSN degree in four academic years (eight Fall/Spring terms). The revised curriculum plan will concentrate the required prerequisite and most GE course work in the first four semesters and nursing courses in the nursing major in the last four semesters. The proposed changes are designed to better meet current students needs since about 85% of program applicants/students have already completed the prerequisite and most of the GE courses and could more easily finish the BSN degree sooner if courses in the nursing major are concentrated in four terms instead of six semesters.

Existing content in the nursing major is unchanged but will be re-distributed, re-sequenced and integrated differently as reflected in the curriculum change documents. Changes include:

- The concentration of the prerequisite science/social science CRL and most GE degree coursework in the first four semesters (freshman and sophomore years) and the concentration of nursing courses in the nursing major to the last four (junior and senior years) instead of six terms.
- The addition of the State of CA nursing assistant certification requirement in preparation for completion of the requisite nursing fundamentals content and skills validation in N 301 Adult Health I prior to delivery of direct patient care in the hospital.
- Re-sequence, re-number, re-title courses and revise course descriptions in the nursing major as reflected in the attached curriculum proposal documents.
- Combine former stand alone nursing theory and clinical courses into a single course format to better facilitate student progression.

- Re-distribute and integrate course content and units from the existing nursing courses such as professional concepts (N200), basic pharmacology (N203), nursing skills/clinical practicum I courses (N205, N 210A), and applications of pathophysiology (N208) into the proposed nursing courses within the nursing major as reflected on the attached CRL forms and the curriculum change documents.
- Re-sequence course content so students have acute care clinical experiences in all four terms in the nursing major. This is designed to improve student confidence in their mastery and retention of nursing knowledge, skills, and abilities closer to graduation and NCLEX testing.
- Increase the total number of nursing theory and clinical units from 42 to 44 units.
- Increase the total nursing theory units from 21 to 25 units by taking redistributed content and units and adding units of nursing theory to the OB, Peds, and Psych/MH nursing courses.
- Decrease the total nursing clinical units by 2 units (from 21 to 19 units) by eliminating 2 units of campus skills lab content formerly taught in N205.
- Increase the total CRL units from 71-73 units as reflected on the revised CRL forms.
- Decrease the other degree requirements from 53 to 47 units and the total units for graduation from 124 to 120 units since some GE requirements can be waived for the BSN degree option.

The program would like to implement these changes effective Fall 2011 to better serve the needs of program applicants.

NEXT STEPS: Place on Board Agenda.

**FISCAL IMPLICATIONS,
IF ANY:** None

PERSON TO CONTACT: Katie Daugherty, NEC
(916) 574-7685



1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

707.664.2465
www.sonoma.edu/nursing

March 7, 2011

Katie Daugherty, MN, RN
Nursing Education Consultant
California State Board of Registered Nursing
1625 N. Market Blvd. Suite 217
Sacramento, CA 95834-1924

Dear Katie,

This letter and attached documents serve to meet the requirements of BPC Sections 2786 code and CCR Section 1426 for the Board to review the **major** curriculum proposal change for Sonoma State University's baccalaureate nursing program to begin Fall 2011.

Description of Proposed Change

Overview: The SSU nursing faculty have retained all components of our successful BSN curriculum without substantively changing the nursing content. The proposed major curriculum change essentially reconfigures the required nursing coursework into four (4) semesters in the junior and senior years to replace the current configuration over six (6) semesters in the sophomore, junior, and senior years. Further, the addition of CNA certification as a prerequisite to beginning the program (note it is not a prerequisite for admission to the program) ensures a level of basic skill preparation and exposure to patient care. The combination of didactic and clinical into single course blocks is designed based on careful analysis of student failure, attrition, progression in the major, and program evaluation. We anticipate that these proposed modifications will benefit students and continue to support our first-time NCLEX rates that exceed 90%.

Change: Require state Certified Nursing Assistant (CNA) training prior to beginning nursing course work. Remove Nurs 205 (3) Skills in Professional Nursing from curriculum and integrate lecture and laboratory content into Nurs 301(9) Nursing Care of the Adult I.

Reason/Rationale: (1) Require basic patient care exposure and skills prior to beginning the nursing major to provide students the opportunity to validate their desire and commitment to engage in nursing studies and decrease attrition due to unfamiliarity with the real work of nursing; (2) decrease amount of nursing faculty time devoted to teaching and practicing fundamental patient care skills (so informed by the SSU Entry Level MSN Program which has required CNA certification since its inception in 2003); and (3) validation of all clinical skills acquired through CNA certification achieves desired outcomes so that student and faculty focus can be shifted to clinical reasoning and higher level problem solving more efficiently and effectively.



1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

707.664.2465
www.sonoma.edu/nursing

Change: Reconfigure and streamline the BSN program to be realistically achievable in four academic years shortening actual time to graduation (currently at 4.5-5 years).

Reason/Rationale: Although the currently approved BSN program of study is four academic years (8 semesters) with nursing major content in the 3rd through 8th semesters, realistically students are unable to successfully complete and retain the heavily science and math dominated prerequisites in one academic year and thus usually spend two years completing nursing prerequisites and required General Education. The proposed curriculum change moves all prerequisite and GE requirements (except 3 units of Upper Division GE) to the first four semesters of their college program. When they are admitted to the nursing major, students will have Upper Division Nursing (57 units) and Upper Division GE (3 units) to complete which can be accomplished in four semesters (15 units each semester) with this major curriculum revision.

Change: Maximize the focus on and concentration in upper division nursing content in the junior and senior years.

Reason/Rationale: The SSU nursing faculty believe that nursing is a complex and academically challenging discipline for which majors have already completed a long list of substantive lower division prerequisite and General Education course work. The complexity and the contemporary challenges of nursing practice and the professional nursing role are best reflected and served by concentrating nursing major coursework in four semesters (junior and senior year) with all other General Education requirements (except 3 units of Upper Division GE) having been completed prior to beginning nursing coursework.

Change: Combine specialty didactic and clinical coursework in single course blocks requiring successful completion of both components to progress in the nursing major

Reason/Rationale: The current model has clinical and theory coursework in separate (but coordinated), independently graded courses. The nursing faculty recognize that clinical and theory are intimately connected and that when a student is unable to achieve clinical performance objectives related to the theory they have learned, they are effectively not meeting the overall objectives of a specific nursing course. In the new curriculum plan, upon failure of theory, clinical, or both components of the course, a student would need to petition to re-take the entire course and would be prevented from progressing in the major until such time as that course was successfully completed.

Change: Provide acute care clinical experience in each of the four semesters of the nursing major (junior and senior years).

Reason/Rationale: Current students, graduates and faculty have recommended more concentrated and consistent time in the inpatient acute care setting. The current curriculum plan has several long periods of time in some semesters where students are not engaged in the acute care setting. For student retention and mastery of clinical knowledge and skills, the faculty designed the proposed curriculum to address this challenge. The SSU Entry Level MSN



1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

707.664.2465
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("DEMSN") student and faculty evaluations of their 18-continuous month program have also informed this change for the BSN program.

Educational Benefit Related to CCR 1426

Concentrating on upper division nursing coursework in the junior and senior years of the program is increasingly necessary for supporting complex clinical reasoning required of baccalaureate prepared nurses today and in the future. While new graduates have the skills and knowledge necessary to function with the minimum standards and competency, it is SSU Nursing's intention to enhance this preparation and exceed minimum competency expectations through delivering a well orchestrated upper division nursing curriculum. Changes are designed to decrease student failure and/or attrition, respond to program evaluation results, and enhance timely progression in the major.

Course Numbers, Titles and Descriptions

Please find attached:

1. Comparison of Current and Proposed Pre-Licensure BSN Curriculum Pre-Licensure Program Plan
2. Reconfiguration Grid (indicating the redistribution of nursing content by course number, title and units)
3. BSN 2011 BSN Curriculum Pre-Licensure Program Plan
4. Catalog course descriptions for all new nursing major courses
5. Course syllabi for all new nursing major courses
6. Total Curriculum Plan Form (EDP-P-05)
7. Required Curriculum: Content Required for Licensure Form (EDP-P-06)
8. Educational Requirements for PHN Certification (EDP-P-17)

We look forward to your comments and future communications on the proposed curricular changes.

Sincerely,

Liz Close, PhD, RN
Chair and Professor
Department of Nursing
Sonoma State University

**BSN 2011 CURRICULUM
Pre-Licensure Program Plan**

Freshman Year, Fall Semester

BIOL 115 (3) Intro to Biology
CHEM 105 (5) Elem of General, Organic & Biochemistry
GE, A2 (3) English 101
GE, A3 (3) Critical Thinking

TOTAL 14 units

Freshman Year, Spring Semester

BIOL 220 (4) Human Anatomy
MATH 165 (4) Statistics (GE Area B4)
GE, A1 (3) Written & Oral Analysis
GE, C1 (3) Arts

TOTAL 14 units

Sophomore Year, Fall Semester

BIO 224 (4) Human Physiology
GE, C2 (3) Humanities
GE, D1 (3) Social/Behavioral Science
GE, D2 (3) Social/Behavioral Science
GE, D3 (3) Social/Behavioral Science

TOTAL 16 units

Sophomore Year, Spring Semester

BIO 240 (4) General Microbiology
PSYC 302 (3) UDGE Development of the Person
GE, C3 (3) Arts/Humanities
GE, D4 (3) Social/Behavioral Science
GE, D5 (3) Social/Behavioral Science

TOTAL 16 units

CNA Certification, if outstanding, to be completed in Summer

Junior Year, Fall Semester

NURS 301 (9) Nursing Care of Adult I [Theory (5)/Clinical (4)]
NURS 303 (6) Maternity & Women's Health Care [Theory (4)/Clinical (2)]

TOTAL 15 units

Junior Year, Spring Semester

NURS 302 (6) Nursing Care of Adult II [Theory (4)/Clinical (2)]
NURS 304 (6) Psychiatric & Mental Health Nursing [Theory (4)/Clinical(2)]
NURS 310 (3) Nursing Research & Evidence-Based Practice [Theory (3)]

TOTAL 15 units

Senior Year, Fall Semester

NURS 407 (6) Nursing Care of Adult III [Theory (3)/Clinical (3)]
NURS 409 (6) Nursing Care of Child in Family [Theory (4)/Clinical(2)]
GE, C4 (3) Arts/Humanities **UDGE**

TOTAL 15 units

Senior Year, Spring Semester

NURS 410 (5) Nursing Power, Policy & Politics [Theory (5)]
NURS 412 (5) Community/Public Health Nursing [Theory (3)/Clinical (2)]
NURS 414 (5) Nursing Preceptorship [Theory (1)/Clinical (4)]

TOTAL 15 units

BSN TOTAL 120 UNITS

Note: 3 of the 9 required units of UDGE is waived for the nursing major

**COMPARISON OF CURRENT AND PROPOSED BSN CURRICULUM
PRE-LICENSURE PROGRAM PLAN (Pre-LPP)**

shaded area indicates presence of nursing coursework

yellow highlighted courses are curriculum required for licensure

CURRENT BSN CURRICULUM PLAN

Freshman Year, Fall Semester

BIOL 115 (3) Intro to Biology
CHEM 105 (5) Elem of General, Organic & Biochemistry
BIOL 220 (4) Human Anatomy
GE, A2 (3) English 101
GE, A3 (3) Critical Reasoning

TOTAL 18 units

Freshman Year, Spring Semester

BIO 218 (4) General Microbiology
BIO 224 (4) Human Physiology
GE, A1 (3) Written & Oral Analysis
GE, B4 (4) Math 165 Statistics

TOTAL 15 units

Sophomore Year, Fall Semester

NURS 200 (3) Professional Concepts in Nursing
NURS 203 (2) Basic Pharmacology for Nurses
NURS 205 (3) Skills in Professional Nursing Practice
NURS 210A (4) Clinical Practicum I
GE, C/D (3)

TOTAL 15 units

Sophomore Year, Spring Semester

NURS 206 (3) Psychiatric/Mental Health Nursing
NURS 208 (3) Nursing Applications of Pathophysiology
NURS 210B (4) Clinical Practicum II
NURS 300 (3) Introduction to Evidenced Based Practice
GE, C/D (3)

TOTAL 16 units

Junior Year, Fall Semester

NURS 340(3) Women's Health in the Expanding Family
NURS 342 (3), Child Health in the Expanding Family
NURS 345 (4) Clinical Practicum with Expanding Families
PSYCH 302 (3)** Development of the Person (UDGE)
GE, C/D (3)

TOTAL 16 units

Junior Year, Spring Semester

NURS 380 (3) Care of Individ's & Fams with Complex Needs
NURS 385 (3) Clinical Practicum in Complex Needs
UDGE (6)
Elective (3)

TOTAL 15 units

Senior Year, Fall Semester

NURS 404 (3) Community Health Nursing Theory
NURS 405 (3), Community Health Nursing Practicum
NURS 415 (1) Theory in Nursing Practice
NURS 440 (3) Nursing Leadership and Management
GE, C/D (3)

TOTAL 13 units

Senior Year, Spring Semester

NURS 425(4) Senior Clinical Study
NURS 450(3) Nursing in a Sociopolitical Environment
GE, C/D (6)
Elective (3)

TOTAL 16 units

BSN TOTAL 124 UNITS

PROPOSED Pre-Licensure Program Plan

Freshman Year, Fall Semester

BIOL 115 (3) Intro to Biology
CHEM 105 (5) Elem of General, Organic & Biochemistry
GE, A2 (3) English 101
GE, A3 (3) Critical Thinking

TOTAL 14 units

Freshman Year, Spring Semester

BIOL 220 (4) Human Anatomy
MATH 165 (4) Statistics (GE Area B4)
GE, A1 (3) Written & Oral Analysis (Eng 201)
GE, C1 (3) Arts

TOTAL 14 units

Sophomore Year, Fall Semester

BIO 224 (4) Human Physiology
GE, C2 (3) Humanities
GE, D1 (3) Social/Behavioral Science (Ethnic Studies)
GE, D2 (3) Social/Behavioral Science
GE, D3 (3) Social/Behavioral Science

TOTAL 16 units

Sophomore Year, Spring Semester

BIO 240 (4) General Microbiology
PSYC 302 (3) UDGE Development of the Person
GE, C3 (3) Arts/Humanities
GE, D4 (3) Social/Behavioral Science
GE, D5 (3) Social/Behavioral Science

TOTAL 16 units

CNA Certification, if outstanding, to be completed in Summer

Junior Year, Fall Semester

NURS 301 (9) Nursing Care of Adult I [Theory (5)/Clinical (4)]
NURS 303 (6) Maternity & Women's Health Care [Theory (4)/Clinical (2)]

TOTAL 15 units

Junior Year, Spring Semester

NURS 302 (6) Nursing Care of Adult II [Theory (4)/Clinical (2)]
NURS 304 (6) Psychiatric & Mental Health Nursing [Theory (4)/Clinical(2)]
NURS 310 (3) Nursing Research & Evidence-Based Practice [Theory (3)]

TOTAL 15 units

Senior Year, Fall Semester

NURS 407 (6) Nursing Care of Adult III [Theory (3)/Clinical (3)]
NURS 409 (6) Nursing Care of Child in Family [Theory (4)/Clinical(2)]
GE, C4 (3) Arts/Humanities UDGE

TOTAL 15 units

Senior Year, Spring Semester

NURS 410 (5) Nursing Power, Policy & Politics [Theory (5)]
NURS 412 (5) Community/Public Health Nursing [Theory (3)/Clinical (2)]
NURS 414 (5) Nursing Preceptorship [Theory (1)/Clinical (4)]

TOTAL 15 units

BSN TOTAL 120 UNITS

Note: 3 u of UDGE in residence is waived for the nursing major
FOR LVN 30 UNIT OPTION ONLY NURS 495 (5) Special Topics in Nursing (Directed Study)

BSN Reconfiguration Grid
Redistribution (Action) of Nursing Content by Course Number, Title and Units
SONOMA STATE UNIVERSITY DEPARTMENT OF NURSING

Course in Currently Approved BSN Curriculum	Action	Courses in Proposed BSN 2011 Curriculum Revision
NURS 200 (3) Professional Concepts in Nursing 3 units theory	3 units theory moved to Nurs 301	Nurs 301 Nursing Care of Adult I (5 units theory/4 units clinical)
NURS 203 (2) Basic Pharmacology for Nurses 2 units theory	2 units theory moved to Nurs 301	
NURS 205 (3) Skills in Professional Nursing Practice 2 units theory, 1 unit skills lab	1 unit theory dropped (CNA Certification) 1 unit skills lab dropped (CNA Certification) 1 unit theory moved to Nurs 302	
NURS 210A (4) Clinical Practicum I 4 units adult medical surgical nursing clinical	4 units clinical moved to Nurs 301 and redesigned to include CNA skills validation and additional clinical skills previously taught in Nurs 203; redesigned to "frontload" clinical skills in the first 5 weeks of the semester	
NURS 206 (3) Psychiatric/Mental Health Nursing 2 units theory, 1 unit lab	2 units of theory moved to Nurs 304; 1 unit of "lab" converted to theory (application and activity) and moved to Nurs 304; 1 unit theory added to enhance pharmacology and pathophysiology	Nurs 304 Psychiatric & Mental Health Nursing (4 units theory/2 units clinical) Nurs 302 Nursing Care of Adult II (4 units theory/2units clinical)
NURS 208 (3) Nursing Applications of Pathophysiology 3 units theory	3 units of theory moved to Nurs 302; 1 unit of theory added from Nurs 205	
NURS 210B (4) Clinical Practicum II 4 units clinical	2 units of adult medical-surgical clinical moved to Nurs 302; 2 units of psychiatric-mental health clinical moved to Nurs 304	
NURS 300 (3) Introduction to Evidenced Based Practice 3 units theory	Change course number and title	Nurs 310 Nursing Research and Evidence-Based Practice (3 units theory)

Course in Currently Approved BSN Curriculum	Action	Courses in Proposed BSN 2011 Curriculum Revision
NURS 340 (3) Women's Health in the Expanding Family 3 units theory	3 units of theory moved to Nurs 303, 1 unit of theory added to enhance pathophysiology, pharmacology, and community/public health nursing content	Nurs 303 Maternity & Women's Health (4 units theory/2 units clinical)
NURS 342 (3), Child Health in the Expanding Family 3 units theory	3 units of theory moved to Nurs 409, 1 unit of theory added to enhance pathophysiology, pharmacology, and community/public health nursing content	
NURS 345 (4) Clinical Practicum with Expanding Families 4 units clinical	2 units women's health clinical moved to Nurs 303; 2 units child health moved to Nurs 409	
PSYCH 302 (3) Development of the Person (UDGE)	Upper Division GE requirement in second semester of soph year prior to beginning nursing major	Psych 302 Development of the Person (3 units UDJGE)
NURS 380 (3) Care of Individis & Fams w/ Complex Needs 3 units theory	3 units theory moved to Nurs 407	Nurs 407 Nursing Care of Adult III (3 units theory/3 units clinical)
NURS 385 (3) Clinical Practicum in Complex Needs 3 units clinical	3 units clinical moved to Nurs 407	
NURS 404 (3) Community Health Nursing Theory 3 units theory	3 units theory moved to Nurs 412	Nurs 412 Community and Public Health nursing (3 units theory/2 units clinical)
NURS 405 (3), Community Health Nursing Practicum 3 units clinical	2 units clinical moved to Nurs 412; 1 unit clinical dropped	
NURS 415 (1) Theory in Nursing Practice 1 unit theory	1 unit theory moved to Nurs 414	Nurs 414 Nursing Preceptorship (1 unit theory/4 units clinical)
NURS 425(4) Senior Clinical Study 4 units clinical	4 units clinical moved to Nurs 414	
NURS 440 (3) Nursing Leadership and Management 3 units theory	2.5 units theory moved to Nurs 410 0.5 unit theory dropped	Nurs 410 Nursing Power, Policy and Politics (5 units theory)
NURS 450(3) Nursing in a Sociopolitical Environment 3 units theory	2.5 units theory moved to Nurs 410 0.5 unit theory dropped	
Special Course LVN 30 Unit Option	5 units of theory to support role transition to RN (content from across Prelicensure curriculum)	Nurs 495 Special Topics in Nursing (Directed Study) (5 units theory)

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: SONOMA STATE UNIVERSITY	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: Fall Semester 2011	
Academic System: <input checked="" type="checkbox"/> Semester <u>15 weeks instruction plus 1 week finals for total 16 weeks</u> <input type="checkbox"/> Quarter <u> </u> weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	42	44*
Theory	(18)	(27)	(21)	(25*)
Clinical	(18)	(27)	(21)	(19*)
Communication Units	6	9	6	6
Science Units	16	24	23	23
TOTAL UNITS FOR LICENSURE	58	87	71	73*
Other Degree Requirements			53	47*
TOTAL UNITS FOR GRADUATION			124	120*

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N 304	Psychiatric & Mental Health Nursing
Personal Hygiene	N 301	Nursing Care of Adult I
Human Sexuality	N 301, 302, 303, 304, 409	Nursing Care of Adult I, Nursing Care of Adult II, Maternity & Women's Health Care, Psychiatric & Mental Health Nursing, Nursing Care of Child in the Family
Client Abuse	N 303, 407, 409	Maternity & Women's Health Care, Nursing Care of Adult III, Nursing Care of Child in the Family
Cultural Diversity		Integrated throughout all nursing courses
Nutrition	N 301, 302, 303, 407, 409	Nursing Care of Adult I, Nursing Care of Adult II, Maternity & Women's Health Care, Nursing Care of Adult III, Nursing Care of Child in the Family, Nursing Care of Child in the Family
Pharmacology	N 301, 302, 303, 304, 407, 409, 414	Nursing Care of Adult I, Nursing Care of Adult II, Maternity & Women's Health Care, Psychiatric & Mental Health Nursing, Nursing Care of Adult III, Nursing Care of Child in the Family, Nursing Preceptorship
Legal Aspects	N 301, 302, 303, 304, 407, 409, 414	Nursing Care of Adult I, Nursing Care of Adult II, Maternity & Women's Health Care, Psychiatric & Mental Health Nursing, Nursing Care of Adult III, Nursing Care of Child in the Family, Nursing Preceptorship

Social/Ethical Aspects	N 301, 414	Introduced in Nursing Care of Adult I, integrated throughout curriculum and culminates in Nursing Preceptorship
Management/Leadership	N 301, 414	Introduced in Nursing Care of Adult I, integrated throughout curriculum and culminates in Nursing Preceptorship

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	N301,302, 407, 414	Nursing Care of Adult I, Nursing Care of Adult II, Nursing Care of Adult III, Clinical Nursing Preceptorship	9,6,6,5
Obstetrical	N 303	Maternity and Women's Health Care	6
Pediatric	N 409	Nursing Care of the Child in the Family	6
Psych/Mental Health	N 304	Psychiatric & Mental Health Nursing	6
Geriatrics	N 407	Nursing Care of Adult III	(6)
BASIC SCIENCES			
Chemistry	Chem 105	Elements of General, Organic and Biochemistry	4
Anatomy	Bio 220	Human Anatomy with lab	4
Physiology	Bio 224	Human Physiology with lab	4
Microbiology	Bio 240	General Microbiology with lab	4
Societal/Cultural Pattern	Ethnic Studies G.E.	Ethnic Studies	3
Psychology	Psyc 302	Development of Person/ equiv growth & devel across the lifespan	3
COMMUNICATION			
Group	N 301, 304	Nursing Care of Adult I, Psychiatric & Mental Health Nursing	(9), (6)
Verbal	Eng 201	Written and Oral Analysis	3
Written	Eng 101	Expository Writing & Analytical Reading	3
* TOTAL UNITS			73

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N 407	Nursing Care of Adult III	6
Psych/Mental Health	N 304	Psychiatric & Mental Health Nursing	6
Geriatrics	N 407	Nursing Care of Adult III	(6)
Management/Leadership	N495, N 414	Special Topics in Nursing (Directed Study), Nursing Preceptorship	5 5
BASIC SCIENCES			
Physiology	BIOL 224	Physiology	4
Microbiology	BIOL 218	Microbiology	4
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: SONOMA STATE UNIVERISTY	Date Submitted:03-07-11
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
FALL Semester								
	M S O C P G							
Bio 115 Intro to Bio	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Chem 105 Elem of Chem	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	4	4	1	3	60	45
Eng 101	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Phil 101/102 Crit Thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	13	13	1	3	195	45
SPRING Semester								
	M S O C P G							
Bio 220 Human Anatomy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	3	3	1	3	45	45
Math 165 Statistics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	60	0
Written & Oral Anlysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Arts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	13	13	1	3	195	45

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: SONOMA STATE UNIVERSITY	Date Submitted: 03-07-11
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
FALL Semester								
	M S O C P G							
Bio 224 Human Physio	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	3	3	1	3	45	45
Humanities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Social & Behav Sci	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Social & Behav Sci	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Social & Behav Sci	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Total		16	15	15	1	3	225	45
SPRING Semester								
	M S O C P G							
Bio 240 Gen Microbiology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	3	3	1	3	45	45
Psych 302 Dev of Person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Arts/Humanities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Social & Behav Sci	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Social & Behv Sci	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
Total		16	15	15	1	3	225	45

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: SONOMA STATE UNIVERSITY	Date Submitted: 03-07-11
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	<p style="text-align: center; margin: 0;">For BRN Office Use Only</p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
FALL Semester								
	M S O C P G							
N 301 Nsg Care Adult I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9	5	5	4	12	75	180
N 303 Maternity & Women's Health	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	4	4	2	6	90	90
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		15	9	9	6	18	165	270
SPRING Semester								
	M S O C P G							
N 302 Nsg Care Adult II	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	4	4	2	6	60	90
N 304 Psych/MH Nsg	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	6	4	4	2	6	60	90
N 310 Nsg Res & EBP	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		15	11	11	4	12	165	180

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: SONOMA STATE UNIVERSITY	Date Submitted: 03-07-11
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year:	Check:	Total Units	Theory		Lab		Total Hrs				
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter										
FALL Semester											
	M	S	O	C	P	G					
N 407 Nsg Care Adult III	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	3 3	3 9	60	135
N 409 Nsg Care of Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	4 4	2 6	60	90
Arts/Humanities UDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3 3	0 0	45	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Total							15	11 11	4 12	165	225
SPRING Semester											
	M	S	O	C	P	G					
N 410 Nursing Power, Policy, Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	5 5	0 0	75	0
N 412 Com/Pub Health Nsg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3 3	2 6	45	90
N 414 Nursing Preceptorship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5	1 1	4 12	15	180
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Total							15	9 9	6 18	135	270



Educational Requirements for a Public Health Nurse Certificate

Name of Nursing Program: SONOMA STATE UNIVERSITY

Completed by: Liz Close, PhD, RN, Dept Chair & Director, BSN Program Date: 03-07-11

California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.

Please list courses in which the required PHN content is covered.

CCR 1491(4)(A) – (L): Required Theoretical Content	Course No. and Title
A. Physical, mental, and developmental assessment: child and adult	ADN OR Nurs 303 Maternity & Women's Health & Nurs 409 Care of Child in the Family; AND Nurs 412 Community & Public Health Nursing
B. Surveillance and epidemiology: chronic and communicable diseases	Nurs 412 Community & Public Health Nursing
C. Health promotion and disease prevention	Nurs 412 Community & Public Health Nursing
D. Multicultural nursing concepts	Nurs 412 Community & Public Health Nursing
E. Research methodology and statistics	Nurs 310 Research & Evidence-Based Prac OR Nurs 500AB Scholarly Inquiry I & II
F. Health teaching concepts and strategies	Nurs 412 Community & Public Health Nursing
G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual	Nurs 412 Community & Public Health Nursing
H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan	Nurs 412 Community & Public Health Nursing
I. Legal and health care financing issues	Nurs 412 Community & Public Health Nursing
J. Family violence, e.g., child, adult, domestic, elder abuse, etc.	ADN OR Nurs 303 Maternity & Women's Health, Nurs 409 Care of Child in Family, & Nurs 407 Nursing Care of Adult III; AND Nurs 412 Community & Public Health Nursing
K. Case management/care coordination	Nurs 412 Community & Public Health Nursing
L. Emergency preparedness and response	Nurs 412 Community & Public Health Nursing
CCR 1491(7)	Course No. and Title
Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length...	ADN OR Nurs 303 Maternity & Women's Health, Nurs 409 Care of Child in Family, & Nurs 407 Nursing Care of Adult III; AND Nurs 412 Community & Public Health Nursing
CCR Section 1491(6)(A)-(C): Supervised clinical experience must be:	Course(s)
A. In public health settings with individuals, families, and community	Nurs 412 Community & Public Health Nursing
B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum	Nurs 412 Community & Public Health Nursing
C. A minimum of 90 hours (Total # Clinical Hours)	Nurs 412 Community & Public Health Nursing 90 clinical hours

SONOMA STATE UNIVERSITY
Department of Nursing

BSN Course Titles, Credits, Pre & Co requisites, Placement & Descriptions

Course Title: Nursing 301 Nursing Care of the Adult Client I

Course Credit: 9 Units: 5 Units Seminar, 4 Units Practicum

Course placement: First semester, sophomore year

Course Prerequisites: Admission to the Nursing Major

Concurrent Courses: Nursing 303

Course Description: This course is an introduction to nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for adults.

Course Title: Nursing 302 Nursing Care of the Adult Client II

Course Credit: 6 units: 4 Units Seminar, 2 Units Practicum

Course placement: Second semester, sophomore year

Course Prerequisites: Nursing 301 and 303

Concurrent Courses: Nursing 304 and 301

Course Description: This course continues the application of nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for adults and older adult populations.

Course Title: Nursing 303 Maternity and Women's Health Care

Course Credit: 6 units: 4 Units Seminar, 2 Units Practicum

Course placement: First semester, junior year

Course Prerequisites: Admission to the Nursing Major

Concurrent Courses: Nursing 301

SONOMA STATE UNIVERSITY
Department of Nursing

Course Description: Principles and concepts of health and illness in childbearing and childrearing families are covered with an emphasis on preventive and therapeutic aspects for the pregnant and postpartum client. Use of community resources is introduced. Clinical experiences apply the caring process to childbearing and childrearing families with a focus on the principles and concepts of health promotion and maintenance to families in various phases of the health and illness continuum.

Course Title: Nursing 304 Psychiatric and Mental Health Nursing

Course Credit: 6 units: 4 Units Seminar, 2 Units Practicum

Course Placement: Second semester, Junior Year

Course Pre-requisites: Admission to the Nursing Major, Nursing 301 and 303

Concurrent Courses: Nursing 302 and 310

Course Description: Students are introduced to the principles of mental health and illness. Nursing care therapeutics with populations experiencing mental health, stresses and psychiatric illnesses are examined and applied.

Course Title: Nursing 310 Nursing Research and Evidence-Based Practice

Course Credit: 3 Units Seminar

Course placement: Second Semester, Junior Year

Course Prerequisites: Nursing 301 and 303

Concurrent Courses: Nursing 302 and 304

Course Description: This course examines sources of evidence, the nature of inquiry, basic research concepts, language and processes. Approaches to research and ways of knowing in nursing and related sciences are explored. Qualitative and quantitative research methods are compared. Students critically appraise and interpret studies in order to enhance their understanding of the research process. Theoretical frameworks for research are explored. Levels of evidence are explored and the evidence-based practice brief is created.

Course Title: Nursing 407 Nursing Care of the Adult Client III

Course Credit: 6 units: 4 Units Seminar, 2 Units Practicum

Course placement: First semester, Senior year

SONOMA STATE UNIVERSITY
Department of Nursing

Course Prerequisites: Nursing 301, 303, 302, 304 & 310

Concurrent Courses: Nursing 409

Course Description: This course continues the application of nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Advanced pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for complex adults and older adult population.

Course Title: Nursing 409 Nursing Care of the Child in the Family

Course Credit: 6 Units: 4 units Seminar, 2 Units Practicum

Course placement: First semester, Second Year

Course Prerequisites: Nursing 301, 303, 302, 304

Concurrent Courses: Nursing 407

Course Description: This course continues the application of nursing therapeutics, skills and concepts in the practice of professional nursing specific to the care of the child. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for children and families.

Course Title: Nursing 410 Nursing Power, Policy & Politics

Course Credit: 5 Units Seminar

Course Placement: Second Semester, Senior Year

Course Prerequisites: Nursing 301, 302, 303, 304, 310, 407, and 409

Concurrent Courses: Nursing 412 and 414

Course Description: This course examines the role of nursing in influencing health care from an economic, legal/ethical, political, interdisciplinary and multicultural framework. Topics for discussion are based on current issues and trends in nursing practice, leadership and the socio-political landscape.

Course Title: Nursing 412 Community/Public Health Nursing

SONOMA STATE UNIVERSITY
Department of Nursing

Course Credit: 5 Units, 3 Units theory, 2 Units Practicum

Course Placement: Second semester, senior year

Course Prerequisites: Completion of all 300 level nursing courses as well as Nursing 407 and 409

Concurrent Courses: Nursing 410 and 414

Course Description: This course explores population focused nursing in the context of health promotion and protection for individuals, families and communities. Determinants of health such as epidemiology, environmental health and public health science will be addressed along with a focus on social and cultural factors that impact the health of communities. The practicum will involve enhancing the health promotion efforts of individuals, communities and families.

Course Title: Nursing 414 Nursing Preceptorship

Course Credit: 5 Units: 1 Unit Seminar, 4 Units Practicum

Course placement: Second semester, senior year

Course Prerequisites: Completion of all 300 level nursing courses as well as Nursing 407, 409

Concurrent Courses: Nursing 410 and Nursing 412

Course Description: Clinical application of theories and concepts from nursing and related sciences is applied in the nursing care of selected populations. Evidence-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of these populations. Integration and synthesis of concepts, personal development, and leadership/management abilities are expanded through professional nursing practice.

Course Title: Nursing 495 Special Topics in Nursing

Course Credit: 5 Units Directed Study

Course placement: First semester enrolled in LVN 30 Unit Option

Course Prerequisites: Admission to the LVN 30 Unit Option

Concurrent Courses: N407

Course Description: This course is an introduction to nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for adults.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.2.2

DATE: May 18, 2011

ACTION REQUESTED: Major Curriculum Revision for University of California, Irvine, Baccalaureate Degree Nursing Program

REQUESTED BY: Miyo Minato, MN, RN
Nursing Education Consultant

BACKGROUND: Ruth A. Mulnard, DNSc, RN, FAAN, Associate Director at UC Irvine BSN Program.

UCI BSN Program submitted a major curriculum proposal, which the program has been working on since mid-2009. The changes being proposed are the work of the faculty group and based on faculty experience, student evaluations, and other programmatic evaluation data of the initial curriculum implemented in 2007.

The proposed curriculum include addition of course requirements and changes to sequencing in the general education requirements with a goal to provide students with selection of lower division courses to provide a broad base in the humanities and social sciences as a basis for nursing practice. The changes to the nursing curriculum involved adding units to existing courses, such as the Foundations to augment skills acquisition, while for pediatrics and obstetrics, a combined course was separated into two courses and units increased to enhance learning in specialty nursing content areas. The proposed curriculum also consolidated two separate preceptorship courses into one course, and sequenced to offer it in the final quarter of the program to provide more concentrated individually directed clinical immersion experience. Some nursing course units were reduced to balance the addition of units. A detailed description of the proposed changes is described in the attached document.

The new nursing curriculum will be implemented Fall 2011. Attached Content Required for Licensure forms reflect the different GE requirements for Fall 2011 and Fall 2012 admissions. The proposed changes in curriculum meet Board rules and regulations (Refer to documents attached).

NEXT STEPS: Place on the Board Agenda.

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Miyo Minato, NEC
Miyo.Minato@dca.ca.gov
(323) 890-9950



College of Health Sciences
Program in Nursing Science
231 Irvine Hall
Irvine, CA 92697-3959
FAX: (949) 824-0470

April 12, 2011

Board of Registered Nursing
State of California
P.O. Box 944210
Sacramento, CA 94244-2100

Dear Board of Registered Nursing:

This letter is written to the BRN to provide notification of a major curriculum change that is planned for initiation beginning with the fall 2011 incoming freshmen class in our generic Bachelor of Science nursing degree program.

Discussions for change were begun in mid-2009, and became the topic of our summer faculty retreat in 2009, achieving consensus from the faculty at large following evaluation of the upper division curriculum (launched for the first time in 2007 and 2008). Faculty experience, student evaluations, and other programmatic evaluation data were used to develop these proposed changes. We firmly believe that these changes will provide numerous learning enhancements for students in our program, including better pre-nursing behavioral science preparation, additional time to assimilate difficult content, greater blocks of time allocated for clinical exposure / experiences in key clinical content areas, all of which should provide measureable improvements in student and programmatic success parameters.

Several principles were agreed upon by the faculty and guided our discussions and decisions at the convened retreat:

- Students need more time in the clinical settings, wherever it can be provided.
- OB/Peds combined course must be separated for delivery of adequate amount of information in each area and to increase time in the clinical setting for each area of emphasis.
- The upper division writing requirement should be moved out of the last quarter of the senior year and should be added as early in the upper division curriculum as possible.
- Greater specificity should be given to the students in their selection of lower division courses that will provide a broad base in the humanities and social sciences as a basis for nursing practice. Thus, many of the lower division recommended courses will become required courses with numerous choice options provided that will meet these requirements.

- Pharmacology and Pathophysiology are universally difficult for the students and more time should be provided for assimilation of these difficult content areas.
- A separate course should be given on the topic of developmental psychology across the life span rather than solely incorporating this content into every applicable clinical course.

The table below provides a sequential list of programmatic changes proposed for our curriculum throughout the four year nursing science curriculum. Where the changes are substantive, course descriptions are provided.

Previously Approved Curriculum	Proposed Change in Curriculum for 2011
YEAR 1 – Effective for entering freshmen in Fall of 2011	
Psych 7A and Psy Beh P9 recommended	One of these or an equivalent course is required.
No Sociology requirement	Soc 1 Intro or equivalent is required
<i>Chem 1LB</i>	<i>Eliminated by Chemistry Dept; Added Chem 1LD which lengthens the chemistry sequence.</i>
YEAR 1 – Effective for entering freshmen in Fall of 2012	
Previous curriculum did not include Physiology laboratory course	Addition of these laboratory courses was not a part of the current curriculum revision, which has already been approved by the Academic Senate of our campus, and submitted for catalogue publication. To meet this requirement for the students who will begin matriculation in the Fall of 2012, we are working with the School of Biological Sciences to incorporate both laboratory courses into our curriculum, which requires elimination of other science courses. The current plan is to add these two courses (Bio Sci M118L and E112L – adding 7 units) at the end of the lower division sequence with concurrent elimination of three science courses (Chem 1LC, Chem 1LD, Bio Sci 93 – removal of 8 units). We will submit this proposed change to our Academic Senate in the coming months, with an effective of Fall of 2012 for implementation.
Previous curriculum did not include Microbiology laboratory course	
YEAR 2 – requirements begin Fall of 2012 for freshmen who entered in Fall of 2011	
Philos 1 or Philos 4 recommended	Either Philos 4 Ethics or Philos 5 Moral Reasoning is now a requirement.
Bio Sci 99 required	Eliminated Bio Sci 99
No Public Health requirement	PH1 Principles of Public Health now required
YEAR 3 - requirements begin Fall of 2013 for freshmen who entered in Fall of 2011	
Nur Sci 100 Anatomy and Nur Sci 100L Anatomy Laboratory offered in Fall of junior year	Nur Sci 100 and Nur Sci 100L moved to Spring of sophomore year to allow greater concentration on other nursing courses in upper division curriculum

E109 Human Physiology offered in fall of junior year	E109 moved to Summer after Sophomore year to allow greater concentration on other nursing courses in upper division curriculum
Nur Sci 110 Frameworks as 4 unit course	Nur Sci 110W - Expanded to 5 units to add the upper division writing requirement which was previously placed in the last quarter of the senior year.
Nur Sci 112LA Foundations as 2 unit course	Nur Sci 112LA – expanded to 3 units to augment basic skill acquisition in Fall quarter. This course consists of one theory credit unit and 2 clinical credit units.
Nur Sci 114 (Pharmacology) as 4 unit course in Winter quarter	Nur Sci 114A and 114B (2 units each) spread over the two sequential fall and winter quarters to allow slower acquisition of this difficult information, and to allow integration of content with Nur Sci 118A and 118B.
Nur Sci 118 (Pathophysiology) as 4 unit course in Winter quarter	Nur Sci 118A and 118B (2 units each) spread over the two sequential fall and winter quarters to allow slower acquisition of this difficult information, and to allow integration of content with Nur Sci 114A and 114B.
No developmental psych requirement	CS 120D Dev Psy is now a requirement to formally enhance content on learning and development across the life span.
Nur Sci 112LB (Foundations) as 2 unit course	Nur Sci 112LB – expanded to 4 unit course to augment basic skill acquisition and to coincide with Nur Sci 135 (Older Adult Health) in which skilled nursing facility and other senior environment clinical rotations are planned. This course consists of one theory credit unit and 3 clinical credit units.
Nur Sci 135 (Older Adult Health) as a 2 unit course in the Winter of year 4.	Nur Sci 135 has been moved to the Winter of year 3 to coincide with Nur Sci 112LB, in which clinical hours will include experiences in skilled nursing / long-term care, and other types of senior living environments. In addition, gero content will continue to be integrated into other courses, including 120L, 140L, and 150L.
YEAR 4 - requirements begin Fall of 2014 for freshmen who entered in Fall of 2011	
Nur Sci 130 and Nur Sci 130L (combined OB/Peds) as 5 unit courses	OB/Peds content is now contained in separate courses: Nur Sci 130 and 130L (Maternity and Women’s Health; 4 units each), and Nur Sci 132 and 132L (Family and Child Health; 4 and 3 units respectively)
130 Course Description: Maternity and Women’s Health Care - focuses on nursing management of newborns, the process of childbirth, and women with acute and chronic illness and women’s health issues. Family planning, infertility, and genetic counseling will be discussed. Socio-	

<p>cultural influences on childbearing and childrearing are included in the lecture topics. Pathophysiology, pharmacology, diagnostics, and therapeutics will be integrated. Emphasis will be placed on critical thinking, application of the nursing process, related research for evidence-based practice, and ethics.</p>	
<p>130L Course Description: Maternity and Women's Health Care Practicum - provides supervised clinical experience in the nursing management of women, childbearing families, and newborns across the continuum of wellness and illness. Emphasis will be placed on the synthesis of knowledge and skills, critical thinking, application of the nursing process, related research for evidence-based practice, socio-cultural influences, and ethics. Practicum experiences will be located in hospital maternity units as well as in outpatient clinics. Patient care seminars will be included in each clinical session and will focus on integration of experiences with content in the corequisite lecture course.</p>	
<p>132 Course Description: Pediatrics: Care of Children and Families - focuses on nursing management of infants, children, and adolescents with acute, chronic and/or life-threatening conditions and the impact on family. Nursing care based on a developmental perspective will be outlined. Socio-cultural influences on family, childrearing, and care of chronically or acutely ill infants, children, and adolescents will be incorporated. Pathophysiology, pharmacology, diagnostics, and therapeutics will be integrated. Emphasis will be placed on critical thinking, application of the nursing process, related pediatric research for evidence-based practice, and ethics.</p>	
<p>132L Course Description: Pediatrics: Care of Children and Families Practicum - provides supervised clinical experience in the nursing management of childrearing families, infants, children, and adolescents across continuum of wellness and illness. Emphasis will be placed on the synthesis of knowledge and skills, critical thinking, application of the nursing process, related research for evidence-based practice, socio-cultural influences, and ethics. Practicum experiences will be located in hospital based pediatric units, as well as in outpatient settings such as schools and daycare. Patient care seminars will follow each clinical session and will focus on integration of experiences with content in the corequisite lecture course.</p>	
<p>Nur Sci 150 and 150L (Critical Care) each as 2 unit courses offered in the Fall of year 4</p>	<p>These courses were moved to the Winter quarter of year 4 to permit expansion of the previously combined OB/Peds courses into separate courses in the fall quarter. Both courses were increased to 3 units to allow greater assimilation of content and more clinical experience for the students.</p>
<p>Nur Sci 160 and 160L (Leadership) each as 4 unit courses.</p>	<p>Nur Sci 160 and 160L have been reduced to 2 units each.</p>
<p>Nur Sci 170 and 170L (Community Health) each as 4 unit courses</p>	<p>Nur Sci 170 and 170L have been reduced to 3 units each.</p>
<p>Nur Sci 175AL and BL (Preceptorship experiences)</p>	<p>Nur Sci 175L (preceptorship) has been consolidated to the final quarter of year 4 to provide a concentrated, individually directed preceptorship experience.</p>
<p>175L Course Description: Clinical Preceptorship - focuses on in-depth clinical nursing practice in a selected clinical area of interest to the student. Students are mentored by a preceptor who is an expert clinician in the area. Preparation for participation in nursing care activities will be accomplished through directed reading, observation, and discussion. Students will have the opportunity to strengthen nursing process skills by participating in a range of patient care</p>	

activities. Students will keep a journal identifying reading accomplished in preparation for clinical practice, goals for each clinical session, personal evaluation of goal accomplishment, issues and challenges within the clinical practice area, and clinical questions arising from practice to be answered by further study.

Nur Sci 179BW (Scholarly Concentration) as a 4 unit course that included the upper division writing requirement in the final quarter of the senior year

Nur Sci 179B is now a 2 unit course, having lost the upper division writing requirement.

These changes will present several challenges to assure adequate clinical facilities, particularly in the area of obstetrics and pediatrics, but we have begun to work on these issues already. Since the curriculum changes go into effect for the incoming freshmen nursing students in the fall of 2011, the upper division nursing classes will not be affected until the fall of 2013, and thereafter.

Thank you for your careful review of these proposed curriculum changes, and we look forward to presenting these to the Board as required at a future meeting.

Regards,



Ruth A. Mulnard, DNSc, RN, FAAN
Associate Director, Program in Nursing Science
Associate Professor, Program in Nursing Science

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: Program in Nursing Science, University of California Irvine	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall of 2011 for incoming Freshmen & Fall of 2012 for incoming Freshmen to meet additional science lab requirements	
Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter 10 _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision	
				*Place asterisk next to proposed chg <u>Fall 2011 Entry</u>	<u>Fall 2012 Entry</u>
Nursing	36	54	56	71*	71*
Theory	(18)	(27)	(29)	(38)*	(38)*
Clinical	(18)	(27)	(27)	(33)*	(33)*
Communication Units	6	9	10	12*	12*
Science Units	16	24	26	26	33*
TOTAL UNITS FOR LICENSURE	58	87	92	109*	116*
Other Degree Requirements			92	78*	70
TOTAL UNITS FOR GRADUATION			184	187*	186*

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	Nur Sci 140	Human Behavior and Mental Health Care
Personal Hygiene	Nur Sci 112LA/LB	Foundations of Nursing Practice Practicum
Human Sexuality	Nur Sci 112LA/LB	Foundations of Nursing Practice Practicum
Client Abuse	Nur Sci 110W Nur Sci 135	Frameworks for Professional Nursing Practice Older Adult Health Care
Cultural Diversity	Nur Sci 110W Nur Sci 112LA/LB	Frameworks for Professional Nursing Practice Foundations of Nursing Practice Practicum

Nutrition	Nur Sci 112LA/LB	Foundations of Nursing Practice Practicum
Pharmacology	Nur Sci 114A/B	Applied Pharmacology
Legal Aspects	Nur Sci 110W	Frameworks for Professional Nursing Practice
Social/Ethical Aspects	Nur Sci 110W	Frameworks for Professional Nursing Practice
Management/Leadership	Nur Sci 160 Nur Sci 160L	Leadership and Management in Health Care Leadership and Management in Health Care Practicum

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	Nur Sci 112LA Nur Sci 112LB Nur Sci 120, 120L Nur Sci 150, 150L	Foundations for Nursing Practice Practicum Foundations for Nursing Practice Practicum Adult Health Care & Practicum Critical and Specialty Health Care & Practicum	1 the / 2 clin* 1 the / 3 clin* 4 the / 4 clin 3 the / 3 clin*
Obstetrical	Nur Sci 130 Nur Sci 130L	Maternity and Women's Health Care Maternity and Women's Health Care Practicum	4 theory* 4 clinical*
Pediatric	Nur Sci 132 Nur Sci 132L	Pediatrics – Care of Children and Families Pediatrics – Care of Children and Families Practicum	4 theory* 3 clinical*
Psych/Mental Health	Nur Sci 140 Nur Sci 140L	Human Behavior and Mental Health Care Human Behavior and Mental Health Care Practicum	4 theory 4 clinical
Geriatrics	Nur Sci 135 Nur Sci 112LB	Older Adult Health Care Foundations for Nursing Practice Practicum	2 theory
Other	Nur Sci 110W Nur Sci 114A/B Nur Sci 175L Nur Sci 160 Nur Sci 160L Nur Sci 118A/B	Frameworks for Professional Nursing Practice Applied Pharmacology Clinical Preceptorship Leadership and Management in Health Care Leadership and Management in Health Care Practicum Human Health and Disease (Pathophysiology)	5 theory* 2/2 theory* 8 clinical* 2 theory* 2 clinical* 2/2 theory*
BASIC SCIENCES			
Anatomy	Nur Sci 100 Nur Sci 100L	Human Anatomy Human Anatomy Lab	4 2
Physiology	Bio Sci E109 Bio Sci E112L	Human Physiology Physiology Lab (to be incorporated starting Fall of 2012)	4 3*
Microbiology	Bio Sci M122 Bio Sci M118L	General Microbiology Microbiology Lab (to be incorporated starting Fall of 2012)	4 4*
Societal/Cultural Pattern	Soc 1 (or equivalent) and	Introduction to Sociology	4*
Psychology	P9/Psych 7 (or equivalent) CS120D	Introduction to Human Behavior / Introduction to Psychology Developmental Psychology	4 4*
Other			
COMMUNICATION			
Group	Nur Sci 110W	Frameworks for Professional Nursing Practice (units counted in nursing courses)	
Verbal	Nur Sci 112LA/LB	Foundations for Nursing Practice Practicum (units counted in nursing courses)	

Written	Eng WR 39B	Critical Reading and Rhetoric	4
	Eng WR 39C	Argument and Research	4
	Nur Sci 110W	Frameworks for Professional Nursing Practice (also meets upper division writing requirement; units counted in nursing courses)	
	Nur Sci 179A	Scholarly Concentration I	2
	Nur Sci 179B	Scholarly Concentration II	2
* TOTAL UNITS			109 Fall 2011 116 Fall 2012

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT (45 Quarter Unit) OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	Nur Sci 112LA/LB	Foundations of Nursing Practice Practicum	3/4
	Nur Sci 120, 120L	Adult Health Care & Practicum	4/4
	Nur Sci 150, 150L	Critical and Specialty Health Care & Practicum	3/3
Psych/Mental Health	Nur Sci 140, 140L	Human Behavior and Mental Health Care	4/4
Geriatrics	Nur Sci 135	Older Adult Health Care	2
Management/Leadership	Nur Sci 160, 160L	Nursing Leadership and Management & Practicum	2/2
BASIC SCIENCES			
Physiology	Bio Sci E109	Human Physiology	4
Microbiology	Bio Sci M122	General Microbiology	4
TOTAL UNITS			43
Signature Program Director/Designee:		Date:	

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

Board of Registered Nursing

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science Year 2 (begins with Fall of 2012)	Date Submitted: 4/13/2011
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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	

Effective Date: Fall 2012	By: Date:
----------------------------------	---------------------

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.	Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter	*Wk: 10
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Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 2, Fall Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Bio Sci 97 Genetics	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Chem51A Org Chem	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Philo4/5 Intro / Ethics	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
PH1 Prin Pub Health	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								16	16	16	0	0	160	0

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 2, Winter Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Bio Sci 98 Biochem	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Stats 7	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Elective	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								12	12	12	0	0	120	0

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 2, Spring Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Bio Sci M122 Micro	<input type="checkbox"/>	10	4	4	4		0	40	0					
NS100 Anatomy	<input type="checkbox"/>	10	4	4	4		0	40	0					
NS100L Anatomy Lab	<input type="checkbox"/>	10	2	0	0	2	6	0	60					
Elective	<input type="checkbox"/>	10	4	4	4		0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								14	12	12	2	6	120	60

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 2, Summer Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Bio Sci E109: Physiol	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								4	4	4	0	0	40	0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

Board of Registered Nursing

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science Year 3 (begins with Fall of 2013)	Date Submitted: 4/13/2011
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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	

Effective Date: Fall 2013	By: Date:
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List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.	Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter	*Wk:	10
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Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 3, Fall Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NS110W Frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	5	5		0	50	0
NS112LA Foundations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	1	1	2	6	10	60
NS114A Applied Pharm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2		0	20	0
NS118A Pathophysiol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2		0	20	0
CS120D Devel Psych	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								16	14	14	2	6	140	60

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 3, Winter Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NS112LB Foundations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	1	1	3	9	10	90
NS114B Applied Pharm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0
NS118B Pathophysiol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0
NS125 Nurs Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0
NS135 Older Adult Hlth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	2	2	2	0	0	20	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								14	11	11	3	9	110	90

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 3, Spring Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NS120 Med-Surg	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0
NS120L MedSurg Pract	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	0	0	4	12	0	120
NS140 MenHlth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0
NS140L MenHlth Pract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	4	0	0	4	12	0	120
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								16	8	8	8	24	80	240

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								0	0	0	0	0	0	0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

Board of Registered Nursing

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science Year 4 (begins with Fall of 2014)	Date Submitted: 4/13/2011
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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date: Fall 2014	

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.	By: Date:
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Check appropriate year:								Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk:		10					
								Theory		Lab		Total Hours					
Quarter/Semester Year 4, Fall Quarter								Total Units		Units		Hr/Wk		Theory		Lab	
	M	S	O	C	P	G	**Wk:										
NS130 Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0			
NS130L Matern Pract	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	0	0	4	12	0	120			
NS132 Pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0			
NS132L Peds Pract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0			
Total								15	8	8	7	21	80	210			

Quarter/Semester Year 4, Winter Quarter												Total Hours		
	M	S	O	C	P	G	**Wk:							
NS150 Critical Care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	3	0	0	30	0
NS150L Crit Care Pract	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90
NS160 Lead/Mgt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0
NS160L Lead.Mgt Prac	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	0	0	2	6	0	60
NS179A Schol Conc I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								12	7	7	5	15	70	150

Quarter/Semester Year 4, Spring Quarter												Total Hours		
	M	S	O	C	P	G	**Wk:							
NS170 CommHlth	<input type="checkbox"/>	10	3	3	3	0	0	30	0					
NS170L CommHlthPrac	<input type="checkbox"/>	10	3	0	0	3	9	0	90					
NS175L Clin Preceptor	<input checked="" type="checkbox"/>	10	8	0	0	8	24	0	240					
NS179B Schol Conc II	<input type="checkbox"/>	10	2	2	2	0	0	20	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								16	5	5	11	33	50	330

Quarter/Semester												Total Hours		
	M	S	O	C	P	G	**Wk:							
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								0	0	0	0	0	0	0

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 4.3a

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science
Year 1 - CURRICULUM EFFECTIVE DATE OF FALL 2012

Date Submitted:
 4/13/2011

Type of Program: Entry Level Master Baccalaureate Associate Degree
 Revision: Major Minor Effective Date: **Fall 2012**

For BRN Office Use Only
 Approved Not Approved

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

By:
 Date:

Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 10									
		Total		Theory		Lab		Total Hours					
Quarter		Units		Hr/Wk		Units		Hr/Wk					
Year 1, Fall Quarter		M S O C P G		**Wk:		Theory		Lab					
Chemistry 1A		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Psych 7A / P9: Intro to Psychology		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
PH1: Prin of Public Health		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Elective		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
Total				16		16		16		0 0		160 0	

Quarter/Semester		Total		Theory		Lab		Total Hours					
Year 1, Winter Quarter		M S O C P G		**Wk:		Theory		Lab					
Chemistry 1B		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Soc 1: Intro to Soc		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Eng WR 39B		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Elective		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
Total				16		16		16		0 0		160 0	

Quarter/Semester		Total		Theory		Lab		Total Hours					
Year 1, Spring Quarter		M S O C P G		**Wk:		Theory		Lab					
Chem 1C		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Elective		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Elective		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
Eng WR 39C		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10		4 4		0 0		40 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
Total				16		16		16		0 0		160 0	

Quarter/Semester		Total		Theory		Lab		Total Hours					
Year 1, Summer Quarter		M S O C P G		**Wk:		Theory		Lab					
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1		0 0		0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1				0 0		0 0			
Total				0		0		0		0 0		0 0	

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

Board of Registered Nursing

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science Year 2 (begins with Fall of 2013)	Date Submitted: 4/13/2011
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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	

Effective Date: Fall 2013	By: Date:
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List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.	Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter	*Wk: 10
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Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Year 2, Fall Quarter														
Bio Sci 97 Genetics	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Chem51A Org Chem	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Philo4/5 Intro / Ethics	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Elective	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								16	16	16	0	0	160	0

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Year 2, Winter Quarter														
Bio Sci 98 Biochem	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Stats 7	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
Elective	<input type="checkbox"/>	10	4	4	4	0	0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								12	12	12	0	0	120	0

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Year 2, Spring Quarter														
Bio Sci M122 Micro	<input type="checkbox"/>	10	4	4	4		0	40	0					
NS100 Anatomy	<input type="checkbox"/>	10	4	4	4		0	40	0					
NS100L Anatomy Lab	<input type="checkbox"/>	10	2	0	0	2	6	0	60					
Bio Sci E109 Physiol	<input type="checkbox"/>	10	4	4	4		0	40	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								14	12	12	2	6	120	60

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Year 2, Summer Quarter														
Bio Sci M118L: Micro	<input type="checkbox"/>	10	0	0	0	4	12	0	120					
Bio Sci E112L: Physio	<input type="checkbox"/>	10			0	3	9	0	90					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								0	0	0	7	21	0	210

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

Board of Registered Nursing

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science Year 3 (begins with Fall of 2014)	Date Submitted: 4/13/2011
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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	

Effective Date: Fall 2014	By: Date:
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List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.	Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter	*Wk: 10
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Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 3, Fall Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NS110W Frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	5	5		0	50	0
NS112LA Foundations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	1	1	2	6	10	60
NS114A Applied Pharm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2		0	20	0
NS118A Pathophysiol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2		0	20	0
CS120D Devel Psych	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								16	14	14	2	6	140	60

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 3, Winter Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NS112LB Foundations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	1	1	3	9	10	90
NS114B Applied Pharm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0
NS118B Pathophysiol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0
NS125 Nurs Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0
NS135 Older Adult Hlth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	2	2	2	0	0	20	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								14	11	11	3	9	110	90

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
Year 3, Spring Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NS120 Med-Surg	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0
NS120L MedSurg Pract	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	0	0	4	12	0	120
NS140 MenHlth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0
NS140L MenHlth Pract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	4	0	0	4	12	0	120
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								16	8	8	8	24	80	240

Quarter/Semester	M	S	O	C	P	G	**Wk:	Total Units	Theory		Lab		Total Hours	
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								0	0	0	0	0	0	0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

Board of Registered Nursing

TOTAL CURRICULUM PLAN

University of California Irvine, Program in Nursing Science Year 4 (begins with Fall of 2015)	Date Submitted: 4/13/2011
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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

Effective Date: Fall 2015	By: Date:
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Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4								Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 10					
								Total Units		Theory		Lab		Total Hours	
Quarter/Semester								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
Year 4, Fall Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
M	S	O	C	P	G	**Wk:									
NS130 Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0	
NS130L Matern Pract	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	0	0	4	12	0	120	
NS132 Pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0	
NS132L Peds Pract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0			0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0			0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0			0	0	0	
Total								15	8	8	7	21	80	210	

Quarter/Semester								Total Units		Theory		Lab		Total Hours	
Year 4, Winter Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
M	S	O	C	P	G	**Wk:									
NS150 Critical Care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	3	0	0	30	0	
NS150L Crit Care Pract	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90	
NS160 Lead/Mgt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0	
NS160L Lead.Mgt Prac	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	0	0	2	6	0	60	
NS179A Schol Conc I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0			0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0			0	0	0	
Total								12	7	7	5	15	70	150	

Quarter/Semester								Total Units		Theory		Lab		Total Hours	
Year 4, Spring Quarter								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
M	S	O	C	P	G	**Wk:									
NS170 CommHlth	<input type="checkbox"/>	10	3	3	3	0	0	30	0						
NS170L CommHlthPrac	<input type="checkbox"/>	10	3	0	0	3	9	0	90						
NS175L Clin Preceptor	<input checked="" type="checkbox"/>	10	8	0	0	8	24	0	240						
NS179B Schol Conc II	<input type="checkbox"/>	10	2	2	2	0	0	20	0						
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
Total								16	5	5	11	33	50	330	

Quarter/Semester								Total Units		Theory		Lab		Total Hours	
								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
M	S	O	C	P	G	**Wk:									
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
	<input type="checkbox"/>	1		0			0	0	0						
Total								0	0	0	0	0	0	0	

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 4.3a



Educational Requirements for a Public Health Nurse Certificate

Name of Nursing Program: Program in Nursing Science, University of California Irvine
 Implementation Date: Curriculum change effective Fall of 2011 for incoming Freshmen students who will graduate June of 2015; graduates in 2011, 2012, 2013, and 2014 will be covered under previous curriculum
 Completed by: Dr. Ruth Mulnard Date: 04-12-11
 California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.
 Please list courses in which the required PHN content is covered.

CCR 1491(4)(A) – (L): Required Theoretical Content	Course No. and Title
A. Physical, mental, and developmental assessment: child and adult	Nur Sci 132: Pediatrics: Care of Children and Families Nur Sci 120: Adult Health Nur Sci 140: Human Behavior and Mental Health CS 120D: Developmental Psychology
B. Surveillance and epidemiology: chronic and communicable diseases	Nur Sci 170: Community Health Nursing
C. Health promotion and disease prevention	Nur Sci 170: Community Health Nursing
D. Multicultural nursing concepts	Nur Sci 110W: Frameworks for Professional Nursing Practice Nur Sci 132: Pediatrics: Care of Children and Families
E. Research methodology and statistics	Nur Sci 125: Research Methods in Nursing and Health Care
F. Health teaching concepts and strategies	Nur Sci 112LA: Foundations for Nursing Practice Nur Sci 170: Community Health Nursing
G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual	Nur Sci 170: Community Health Nursing
H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan	Nur Sci 132: Pediatrics: Care of Children and Families Nur Sci 170: Community Health Nursing
I. Legal and health care financing issues	Nur Sci 110W: Frameworks for Professional Nursing Practice Nur Sci 170: Community Health Nursing
J. Family violence, e.g., child, adult, domestic, elder abuse, etc.	Nur Sci 132: Pediatrics: Care of Children and Families Nur Sci 135: Older Adult Health Care Nur Sci 170: Community Health Nursing
K. Case management/care coordination	Nur Sci 170: Community Health Nursing
L. Emergency preparedness and response	Nur Sci 170: Community Health Nursing
CCR 1491(7)	Course No. and Title
Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length...	Nur Sci 132: Pediatrics: Care of Children and Families Nur Sci 132L: Pediatrics: Care of Children and Families Practicum Nur Sci 170: Community Health Nursing Nur Sci 170L: Community Health Nursing Practicum
CCR Section 1491(6)(A)-(C): Supervised clinical experience must be:	Course(s)
A. In public health settings with individuals, families, and community	Nur Sci 170L: Community Health Nursing Practicum

B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum	Nur Sci 170L: Community Health Nursing Practicum Nur Sci 175L: Clinical Preceptorship
C. A minimum of 90 hours (Total # Clinical Hours)	Nur Sci 170L (90 hours)

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.3.1

DATE: May 18, 2011

ACTION REQUESTED: Continue Approval of Los Angeles Pierce College Associate Degree Nursing Program.

REQUESTED BY: Badrieh Caraway, NEC

BACKGROUND: Joan L. Schneider, RN, MN, PHN is the Director/Chair Associate Degree Nursing Program at Cerritos College since July 2001

A continuing approval visit was conducted by Badrieh Caraway, NEC, and Miyo Minato, NEC, on March 16 –17, 2011 at Los Angeles Pierce College for the Associate Degree Nursing Program. The program was found to be in compliance with the Board rules, laws, and regulations. Three recommendations were given related to CCR Sections 1425.1(a) Faculty Responsibility, 1426.1(B) (6) Preceptorship, and 1428 Student Participation as listed in the attached Reports of Findings document. The program submitted responses that address the Findings in April 2011. Please refer to the attached program response letter.

During the last eight years the program has experienced a number of changes in several areas such as leadership, curriculum revision, implementation of Kaplan testing across the curriculum to identify NCLEX readiness, a move to the new building in 2010, and the opening of the new skills lab and two simulation rooms with three high fidelity Simulation Mannequins (SIM Man), (SIM Baby), and (SIM Noel for Maternity), which recreates the clinical nursing environment.

The NCLEX pass rate has improved from 68.75% in 2004 to 97.87% in 2010.

The school attracts culturally and ethnically diverse students to attend this program. The program has an excellent reputation within the community and is held in high regards by graduates.

NEXT STEP: Place on Board Agenda

**FISCAL IMPLICATION (S),
IF ANY:** None

PERSON (S) TO CONTACT: Badrieh A. Caraway, MS, MEd, RN
Nursing Education Consultant
(909) 599-8720

Report of Findings

Los Angeles Pierce College
Associate Degree Nursing Program
Continuing Approval Visit
March 16-17-2011

Non Compliance(s): None

Recommendation(s):

CCR Section 1425.1(a) Faculty responsibility: Related to committee function

Review the number of committees (14 committees), and utilization of the committee functions/outcomes in implementing them in the nursing program

CCR Section 1426.1 (B) (6) Preceptorship

Review and revise preceptors' records being utilized by incorporating the Board's revised rules and regulations criteria.

CCR Section 1428 Student Participation

Explore the various options available to increase the student participation.

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 08/10)

(916) 322-3350

PROGRAM NAME: LA Pierce College
Associate Degree Nursing Program
APPROVAL CRITERIA

DATES OF VISIT: March 16 –17, 2011

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT				
DIRECTOR				
SECTION 1425(a) The registered nurse director of the program shall have:	X		Director Joan L. Schneider RN, PHN, MN; was appointed as the Department Chair/ Program in July , 2007	
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		1995 MN University of Phoenix 1989 BSN University of Phoenix 1980 AA in Nursing LA Valley College	
(2) A minimum of one year's experience in an administrative position;	X			
(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;	X			
(4) At least one year's experience as a registered nurse providing direct patient care; or	X			
(5) Equivalent experience and/or education as determined by the board.	X			
SECTION 1425(b) The registered nurse assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Dr. Giles, EdD, RN was appointed Department chair/ Assistant Director on 7/10/2007; she chairs the curriculum development committee. Dr. Sutton, EdD, RN was appointed on 8/2/1998, she chairs the program evaluation committee.	

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		The director occupies a faculty position and has 100% release time for administration of the nursing program. She has and teaching assignment.
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		There are two assistant chairpersons, elected for two years term and each have 5.5% of release time. Both can perform the director's duties in the absence of the director.
SECTION 2: TOTAL PROGRAM EVALUATION			
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Policies reflect philosophical statements. Student hand book pages 24-42, updated on line and hard copies are available.
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X Appendix B		<p>The evaluation plan used by the program is comprehensive and there is sufficient evaluative data used to make appropriate program improvements. The program uses a standardized "clinical competency map" which is articulated directly into student clinical evaluations to measure clinical performance.</p> <p>Attrition rate ranged from 13.6% in 2005 to 17.0% in 2010.</p> <p>Annual NCLEX pass rate ranged from 68.75% in 2004-2005 to 97.87% in 2010</p> <p>Employer Survey- reported satisfaction with graduate performances since 2003</p>

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1428(b) (2) The program shall have a procedure for resolving student grievances.	X College Catalog page 28, Student Hand book page 42		The program does not have any grievances, and attribute that to the implementation of the Los Angeles Community College District policy (E-10) guidelines on Prerequisites, Core Requisites and Advisories; including Suspension, Readmission and Disqualification.

			COMMENTS
	Compliance	Non-Compliance	
SECTION 3: SUFFICIENCY OF RESOURCES	X		<p>In July 2010, the Department of Nursing was relocated to the newly built Pierce College Center for the Sciences. The nursing wing consists of two dedicated classrooms, two simulation rooms, a seminar room/library, and computer lab, and offices for the instructional assistant, clerical support and the Department chair.</p> <p>Private, single full occupancy offices for full time faculty are located in the adjoining wing. Various funds have been used to purchase up-to-date equipment, supplies, and computer programs.</p> <p>The Skills Laboratory is equipped with Hi-Fidelity computerized simulation such as SiM-Man, SiM –Baby, Noelle (female maternity), Mega Code Kelly (Adult Advanced Life Support). Various non- computerized full and partial human mannequins.</p> <p>The Skills lab has one FT (CTA) Instructional assistance that is available for student tutorial and skills lab practice. Bonnie Lemus is a FT faculty who is responsible for coordination of the faculty development activities related to integration of simulation through out the curriculum. There is a FT clerical support who assists the Program Director and coordinates organization of both faculty and students records.</p>
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS</p> <p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of</p> <p>CCR 1425. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> <p>(a)The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration.</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420 (h):</p> <p>(3) Two (2) years' experience teaching in pre or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse.</p> <p>(5) Equivalent experience and/or education as determined by the board.</p> <p>(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p>	X		Faculty forms were updated during this visit. The program has 22 faculty, this includes 10 FT and 12 PT faculty. The program uses one CTA as skills lab coordinator.
	X		
	X		
	X		
	X		
	X		

			WORK COPY	
	Compliance	Non-Compliance	COMMENTS	
SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X			
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X SS 23 Appendix G		<u>Faculty</u> Dr. Melva Giles Christianne Hamilton Bonnie Lemus Sherry Nantroup Concepcion Tiu Dr. Daryl Sutton	<u>Content Experts</u> Psychiatric /MH Obstetrics Geriatrics M_S M_S Pediatrics©
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X SS 23 Appendix G		The supervision requirements are met for assistant directors, Instructors, assistant instructors and clinical teaching assistants	
SECTION 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	X SS25 Appendix E X X			

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		
<p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>The program has written philosophy and terminal objective which serves as a basis for the curriculum. The philosophy, conceptual framework and unifying theme are highly integrated throughout the curriculum. The philosophy statement addresses the criteria/requirements in the regulations.</p>

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X SS35-36		<p>Full-Time faculty maintain weekly scheduled office hours to provide counseling /advising to the students assigned to them. Adjunct faculty are responsible and accountable for instruction of students as well as communication with the lead instructor on a regular basis. The lead Instructor is responsible for orienting new faculty and preparing the course syllabus. All faculty members belong to the curriculum committee, which meets one to two times a month. Course outlines/syllabi are created and or revised every year by faculty.</p> <p>The review of various committee minutes showed no evidence of effective utilization of the committees' functions/outcomes in the development of a plan for implementation in the nursing program.</p> <p><u>Recommendation(s): 1425.1(a)</u> Review the number of committees (14 committees), and utilization of the committee functions/outcomes in the development of a plan and implementation in the nursing program.</p>
SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2775, and to meet minimum competency standards of a registered nurse.	X		Unifying theme evolved from Marjory Gordon's Functional Health Patterns.

			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include Principles of oral, written and group communication</p> <p>(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, and sixteen (16) semester or twenty-four (24) quarter units.</p>	X		The total curriculum consists of 71 semester units.
	X		<p>Nursing units are 37.</p> <p>Theory 18 Clinical 19</p>
	X		<p>6 units includes verbal group and written communication</p> <p>21 Science units</p> <p>Anatomy/Physiology 8 Microbiology 4 Psychology 3 Anthropology 3 Life Span Psychology 3</p>
	X		

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		Meet requirements. The nursing program integration is occurring with high & low fidelity simulation methodology into all courses
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.	X		All requirements are integrated throughout the curriculum
(1) nursing process;	X		
(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;	X		
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X		
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X		
(5) communication skills including principles of oral, written and group communications;	X		
(6) natural sciences including human anatomy, physiology and microbiology; and	X		
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		

			COMMENTS
	Compliance	Non-Compliance	
SECTION 1426.1 PRECEPTORSHIP			
A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:	X		
(a) The course shall be approved by the board prior to its implementation.	X		
(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:	X		
(1) Identification of criteria used for preceptor selection;	X		
(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;	X		
(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements:	X		
(A) An active, clear license issued by the board; and	X		
(B) Meet the minimum qualifications specified in section 1425 (e); and	X		
(C) Employed by the health care agency for a minimum of one (1) year; and	X		
(D) Completed a preceptor orientation program prior to serving as a preceptor;	X		
(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.	X		
(4) communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:	X		
(A) The frequency and method of faculty/preceptor/student contact;	X		
(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;	X		
(i) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship			
(ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.			

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:	X		<p>The current preceptors records were not reflecting the Board's revised rules and regulations criteria</p> <p><u>Recommendation(s): 1426.1(b)(6)</u> Review and revise preceptors' records being utilized by incorporating the Board's revised rules and regulations criteria.</p>	
(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;	X			
(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;	X			
(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.	X			
(7) Plan for ongoing evaluation regarding the continued use of preceptors.	X			
(c) Faculty/student ratio for precetorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements.	X			
SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.	X			

		WORK COPY
Compliance	Non-Compliance	COMMENTS
<p>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</p>		
<p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X	
<p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X SS 80 Appendix K	<p>The Advance placement LVN-RN and the 30 unit options and the required courses are described in the catalog</p> <p>Courses for microbiology and physiology are the same as those offered for the generic students.</p>
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p>	X	<p>Physiology (Physiology 1) 4.0 units Microbiology (Micro 1 or 20) 4 or 5 units Upper division nursing 15 semester units Total 25 or 26 units.</p>

Associate Degree Nursing Program

APPROVAL CRITERIA

		WORK COPY
Compliance	Non-Compliance	COMMENTS
X		
X		

Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.

			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1430 PREVIOUS EDUCATION CREDIT An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X		
<p>SECTION 1431 LICENSING EXAMINATION PASS RATE STANDARD The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>	X		
<p>TRANSFERS AND CHALLENGES:</p> <p>SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:</p>	X		

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	X		Up to a maximum of twelve units can be awarded for credit by examination. Students meet on individual basis with the program chair / director and or course instructor for information on preparing for the challenge exam.
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		
SECTION 6: CLINICAL FACILITIES			
SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.			Faculty members only provide supervision to those enrolled in the nursing program.
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		Only utilized as preceptors. Preceptors are used in the final six weeks of the program. A preceptor hand book has been developed. Required documentation is on file in the department
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		The program utilizes approximately 13 clinical sites
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Required clinical site approvals are on file in the nursing department
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:	X		Clinical agreements are in place and up to date for the clinical agencies used by the program.

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X		Sample Contract includes elements 1-6.
(2) Provision for orientation of faculty and students;			
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;			
(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;	X		
(5) Provisions for continuing communication between the facility and the program; and			
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students has on students of other nursing programs already assigned to the agency or facility.			
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency.	X		Ratios vary by the course from 1:5 to 10:1 depending on student level, patient acuity, teaching methods and agency requirements.
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		A defined set of clinical indicator competencies are used throughout the program.

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.</p>	X		<p>The faculty promotes and encourages informal students' communication/participation. Students are invited to all faculty meetings. The faculty committee minutes did not reflect students' input.</p> <p><u>Recommendation(s) 1428</u> Explore the various options to increase student participation.</p> <p>.</p>
	X		
	X		

Sections and Related BRN Approval Rules and Regulations

Section	Rules and Regulations
Section 1: Program Director and Assistant Director	Section 1424 (e); 1424(f); 1425(b) 1 – 5; 1425(c);
Section 2: Total Program Evaluation	Section 1424(b); 1424(b)(1); 1428(b)
Section 3: Sufficiency of Resources	1424(d)
Section 4: Program Administration and Faculty Qualifications	Section 1424(g); 1424(h); 1424(j); 1425; 1425(a); 1425(d); 1425(e); 1425(f);
Section 5: Curriculum	Section 1424(a); 1425; 1425.1(a); 1426(a); 1426(b); 1426(c); 1426(d); 1426(e); 1426(f); 1426.1; 1429(a); 1429(b); 1429(c); 2786.6; 2786.6(a); 2786.6(b)
Section 6: Clinical Facilities and Clinical Experiences	Section 1424(i); 1424(k); 1425.1 (b); 1427(a); 1427(b); 1427(c); 1428(c);
Section 7: Student Participation	Section 1428(a)

April 1, 2011

Badrieh Caraway, MS, MEd, RN
Nursing Education Consultant
Board of Registered Nursing
P.O. Box 944210
Sacramento, Ca 94244-2100

Dear Ms. Caraway:

Enclosed is a response to the recommendations arising from the continuing approval visit of March 16 and 17, 2011. I would like to take the opportunity to thank you and Ms. Minato for a conducting the visit in a professional and collegial manner. We will assuredly benefit from the excellent advisement provided to us.

Recommendation(s): 1425.1 (a)

“Review the number of committees (14 committees), and utilization of the committee functions/outcomes in the development of a plan and implementation in the nursing program”.

The faculty has eliminated all but a few key committees. Activities outside these main committees will be handled via ad-hoc task forces as the need arises. The curriculum committee, per se, has been disbanded as all faculty serve on curriculum revision.

Recommendation(s): 1426.1(b)(6)

“Review and revise preceptors’ records being utilized by incorporating the Board’s revised rules and regulations criteria”.

The collection and reporting of preceptor data has been revised to allow for the use of a single form. A draft (see attachment) has been designed and a final format will be determined by fourth semester lead faculty.

Recommendation(s): 1428

“Explore various options to increase student participation”.

A written directive (see attachment) has been presented to each class president instructing them to send one representative, minimum, to each faculty meeting. This communication includes the dates and times of meetings as well as a reminder that all students are welcome to attend the meetings.

Additional Recommendations:

1. Recommendation to revise meeting minutes so that interventions and outcomes are clearly documented.

A new format has been adopted for the conduction and reporting of faculty meetings (see attachment).

2. Recommendation to incorporate theory found in Patricia Benner's book *Educating Nurses* to the curriculum.

Copies of this publication have been ordered for each content expert to review and present to faculty.

3. Recommendation to assess student perception/comments involving the current gerontology textbook used.

The gerontology content expert is reviewing both commentary and textbooks available for substitution.

Please do not hesitate to inform me if you require further information or documentation. A copy of this letter, documents sourced within, newly signed approvals (as PDF files on a flash drive) and the Post-Approval Visit Questionnaire have been submitted as requested.

Respectfully,

Joan L. Schneider RN, PHN, MN
Professor of Nursing, Department Chair
Los Angeles Pierce College
6201 Winnetka Avenue PMB#198
Woodland Hills, Ca 91371-0002

Dear Class Officers:

The Nursing Department will have faculty meetings on Mondays at 12:30 on the following days:

May 2, 2011

May 9, 2011

May 23, 2011

Please ensure that at least one representative from each class attends. Any interested students may attend these meetings. The only portion of the meeting not open to students is that which addresses individual student information.

We look forward to seeing you,

Los Angeles Pierce College Nursing Faculty

NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2011

Los Angeles Pierce College

	JUL-SEP			OCT-DEC			JAN-MAR			APR-JUN			ANNUAL RATE		
<i>Year</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>												
2003 - 2004	27	25	92.59%	5	4	80.00%	35	29	82.86%	4	3	75.00%	71	61	85.92%
2004 - 2005	26	16	61.54%	8	4	50.00%	28	23	82.14%	2	1	50.00%	64	44	68.75%
2005 - 2006	30	20	66.67%	1	0	0.00%	40	31	77.50%	2	2	100.00%	73	53	72.60%
2006 - 2007	27	20	74.07%	0	0		32	24	75.00%	9	6	66.67%	68	50	73.53%
2007 - 2008	29	25	86.21%	1	1	100.00%	31	26	83.87%	8	5	62.50%	69	57	82.61%
2008 - 2009	26	22	84.62%	0	0		21	19	90.48%	1	0	0.00%	48	41	85.42%
2009 - 2010	24	23	95.83%	0	0		23	23	100.00%	1	1	100.00%	48	47	97.92%
2010 - 2011	28	22	78.57%	0	0		15	13	86.67%						

Friday, April 29, 2011

Source: NCSBN G1-G6 Reports

G:\NEC\ACCESS\NCLEX Information.mdb

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.4.1

DATE: May 18, 2011

ACTION REQUESTED: Continue Approval of California State University, Dominguez Hills, Family Nurse Practitioner Program

REQUESTED BY: Carol Mackay
Nursing Education Consultant

BACKGROUND: Dr. Gay Goss is director of the Family Nurse Practitioner Program at CSU Dominguez Hills.

Carol Mackay, Miyo Minato and Leslie Moody, NECs, conducted a continuing approval visit at CSUDH Family Nurse Practitioner Program on March 8-9, 2011. The program was found in non-compliance with three of the Board's regulations: CCR Section 1484(b)(2) - Policies; CCR Section 1484(c) - Faculty and Program Resources; and, CCR Section 1484(d)(9)(a) - Skills Instruction. Two recommendations were made: CCR Section 1484(d)(11) – Preceptors; and, CCR Section 1484(d)(12)(P) – Legal Aspects. The areas of non-compliance and recommendations are summarized in the attached document.

CSUDH FNP program is a statewide program with 85% of its curriculum being delivered via a distance learning model. Currently, there are 48 students enrolled in the FNP program. There are also 123 students taking the advanced science prerequisite courses that will be eligible to enroll in the FNP role courses soon. Currently, there are no designated full time faculty teaching in the FP program exclusively. At the time of the visit, there were three (3) full time SON faculty who teach in the FNP program every semester (these individuals are also responsible for teaching course(s) in other CSUDH nursing programs) and seven (7) part time faculty. These existing faculty resources are insufficient to meet the program's needs. FNP faculty has an overload assignment and high student faculty ratio in the FNP courses. Further, this situation will worsen as student enrollment grows.

At the time of the visit, there were no open searches in progress for full time faculty. Since the visit, a faculty position created for the FNP program in response to a recommendation from a CCNE visit last year has been rescinded.

Other resources in the SON are also problematic. The SON has approximately 2000 students enrolled in its various nursing programs (RN to BSN, MEPN, and other MSN role option programs). There is one staff support person for the entire SON. The clinical placement coordinator position for the school is also vacant. The director of the FNP program has no ongoing allocated release time to administer the FNP program. And, the Help Desk at CSUDH, which provides IT support for students having technical difficulties, is available during regular work hours on week days only.

The CSUDH campus administration is currently in a transitory phase. At the present time, all of the following positions have Acting individuals serving in the role: Provost, Dean of the College of Professional Studies and the Director of the SON. A serious problem identified at the time of the visit

was FNP faculty decisions and policies being over ridden by campus administration. Specifically, in conflict with a faculty recommendation, a student was allowed to progress into the FNP program's culminating preceptorship course prior to satisfactorily completing a prerequisite nursing theory course.

The FNP program director and faculty are a dedicated and competent group of educators. Program problems are identified and addressed. For example, the Admission Policy with a detailed rubric to evaluate student applicants was recently introduced to help reduce the program's high attrition. Ongoing curriculum improvements occur based on the data collected from the HESI exam administered to students at the program's conclusion. (This is a widely used exit exam and predictor of success on the NP national certification exams.)

With respect to the area of non-compliance related to FNP skills instruction, the faculty also identified this area of weakness several years ago. In response, a proposal was developed to integrate instruction in diagnostic and treatment skills into the FNP curriculum. However, the proposal was not supported by campus administration because of associated costs.

The concerns identified on the visit which resulted in the two recommendations are as follows. Some students reported delays in starting their preceptorships because of difficulties finding a preceptor and then securing a clinical placement contract. Also, on a preceptorship site visit the Standardized Procedures at the site did not meet the BRN guidelines.

Subsequent to the visit, the program has submitted a response (attached) to the areas of non-compliance and recommendations. This response presented a plan to satisfactorily address one of the areas of non-compliance, specifically instruction in FNP diagnostic and treatment skills, and the two recommendations. Plans addressing some of the resource problems were included, however specifics related to FNP director release time and IT support for the program must still be developed. With respect to the problem of campus administration over riding FNP faculty decisions and policies, the response indicated that the decision to override theory course prerequisite requirements would continue on a case-by-case basis. There was no comment as to whether faculty decisions related to clinical course prerequisites and student progression would be upheld.

Staff recommendation: At this time, the recommendation is to defer action on continuing approval of CSUDH FNP program with progress reports and site visit as needed.

NEXT STEP: Place on Board agenda.

FINANCIAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Carol Mackay
Nursing Education Consultant
(760) 583-7844

**NURSE PRACTITIONER PROGRAM
EVALUATION SURVEY
PART II -- GENERAL INFORMATION**

Program Name: Masters of Science Nursing Family Nurse Practitioner Role Option

Program Type: Baccalaureate Master's Post Master's
 Certificate Other (Specify) _____

Length of Program: [CCR 1484 (d) (7) & (8)]

Full-time Semester
 Part-time Quarter Total Units 33

Supervised Clinical Units 13 Theory Units 20

Supervised Clinical Units 624 Theory Hours 176

If the program format is other than quarter or semester, please explain on a separate sheet. Include the number of units and hours in theory and clinical.

Specialty areas [Title 16, CCR 1484 (d) (3)]:

- | | | |
|--|--|--|
| <input type="checkbox"/> Acute Care | <input type="checkbox"/> Gerontology | <input type="checkbox"/> Primary Care |
| <input type="checkbox"/> Adult | <input type="checkbox"/> Neonatal | <input type="checkbox"/> Psych/Mental Health |
| <input type="checkbox"/> Critical Care | <input type="checkbox"/> Occupational Health | <input type="checkbox"/> School Health |
| <input checked="" type="checkbox"/> Family | <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Women's Health |

Other - Please list _____

Voluntary Accreditation: Is this program accredited by any state and/or national nursing agency/organizations?

Yes No - If yes, specify: CCNE

Number of Students currently enrolled: 123 Eligible To Enroll

First Semester/quarter 18 Preceptorship 48

Second Semester/quarter 14 Other (specify) _____

Third Semester/quarter 10 Total **123** Eligible To Enroll **48** Role Performance

Fourth Semester 6

Date of First Number of
 Graduation: Fall 1996 Graduates to date: 2005-2010 (**74**)

California State University Dominguez Hills
Family Nurse Practitioner Program
Continuing Approval Visit
March 8-9, 2011

Areas of Non-Compliance

Section 1484 (b)(2) – Policies

Findings: Program policies implemented by FNP faculty are over ridden by CSUDH administration. For example, a student was allowed to progress into the program's culminating preceptorship course prior to satisfactorily completing a course prerequisite, Primary Care of the Family III.

Section 1484(c) – Faculty and Program Resources

Findings: Insufficient faculty and program resources.

- All FNP faculty have an overload assignment and high student to faculty ratio in the FNP courses.
- No ongoing allocated release time for the program director to administer the FNP program.
- Only one staff person to support a nursing department with 14 full time faculty members and 2000 students.
- No designated IT support for a 85% computerized instruction program.
- No one functioning as clinical placement coordinator for the program.

Section 1484(d)(9)(A) – Skills Instruction

Findings: FNP diagnostic and treatment skills and procedures are not taught and practiced prior to the role performance preceptorship courses.

Recommendations

Section 1484(d)(11) – Preceptors

Ensure that the program fulfills its responsibility of arranging for student preceptors.

Section 1484 (d)(12)(P) – Legal Aspects

Clarify in writing across the curriculum the integration of legal aspects of FNP practice in California, specifically Standardized Procedures and Furnishing Numbers.

BOARD OF REGISTERED NURSING CONSULTANT APPROVAL REPORT NURSE PRACTITIONER PROGRAM

PROGRAM: California State University Dominguez Hills
Family Nurse Practitioner Program

VISIT DATES: March 8-9, 2011

APPROVAL CRITERIA	COMP	NON- COMP	COMMENTS	WORK COPY
<p>Section 1484. Standards of Education.</p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> <p>(1) have as its primary purpose the preparation of registered nurses who can provide primary health care;</p>	X		The purpose of the program is to prepare FNPs at the master's level to provide primary care to individuals of all ages.	
<p>(2) have a clearly defined philosophy available in written form;</p>	X		The FNP program philosophy and objectives were developed at the time of the site visit.	
<p>(3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.</p>	X			
<p>SECTION 1484(b) Administration</p> <p>(1) be conducted in conjunction with one of the following:</p>				

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.	X		The Family Nurse Practitioner program is offered within the MSN Program at CSUDH. The MSN program also offers an ELM program. In addition, the SON includes a RN to BSN completion program. The SON is an integral part of the College of Professional Studies at CSUDH.
(B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department.	NA		
(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.		X	Findings: Program policies implemented by the FNP faculty are overridden by CSUDH administration. For example, a student was allowed to progress into the program's culminating preceptor course prior to satisfactorily completing a course prerequisite, Primary Care of the Family III.
(3) Have written policies for clearly informing applicants of the academic status of the program.	X		The accreditation status of the FNP program is on the SON web site and in the FNP Student Handbook.
(4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program.	X		Students who graduate from the MSN/FNP program receive an official CSUDH diploma. Each MSN/FNP graduate may also request an official transcript.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.	X		The SON maintains copies of all curriculum material since the program's inception in 1985. All student and faculty records are maintained by the University.
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X		Program evaluation is an ongoing activity. One component of the evaluation process is administration of the HESI exam. This is a widely used exit exam and predictor of success on the national certification exams. Data collected are used to direct curriculum improvements, to assist with policy review and to make recommendations for hiring needs of new faculty.
SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.		X	<p>Findings: Insufficient faculty and program resources.</p> <p>All FNP faculty have overload assignments and high student to faculty ratio in the FNP courses.</p> <p>No ongoing allocated release time for the program director to administer the FNP program.</p> <p>Only one staff person to support a nursing department with 14 faculty members and 2000 students.</p> <p>No designated IT support for an 85% computerized instruction program.</p> <p>No one functioning as clinical placement coordinator for the program.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(1) Each faculty person shall demonstrate current competence in the area in which he/she teaches.	X		Faculty members are competent in the assigned teaching areas.
(2) The director or co-director of the program shall: (A) be a registered nurse; (B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university; (C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.	X		Dr. Gay Goss is director of the FNP program. CA LIC# P296294 EXP 4/12
	X		1995 PhD UCSF 1985 WHNP UCSF 1984 MSN UCSF
	X		Dr. Goss has been teaching in the CSUDH FNP program since 1999.
(3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches.	X		All faculty teaching in the FNP program hold either a masters or doctorate degree.
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.	X		Clinical faculty hold valid CA RN licenses and CA NP certificates. In addition, clinical faculty maintain NP practices.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students.	X		Site visits are conducted twice during a semester to supervise and evaluate student progress. Since the preceptorships are located throughout the State, these visits are done by the clinical faculty assigned to the course if it is geographically convenient. Otherwise, a Site Evaluator performs the visits. Site Evaluators are assigned by location, clinical expertise and course objectives. The clinical faculty or program director is available to the Site Evaluator for consultation if needed. At present, there is a core group of Site Evaluators on the CSUDH faculty who routinely conduct these visits.
SECTION 1484(d) Curriculum (1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.	X		The curriculum complies with the National Organization of Nurse Practitioner Faculty Curriculum Guidelines and the BRN regulations for preparation of Family Nurse Practitioners.
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		The Transfer Policy is in the catalog. A maximum of nine (9) units completed in the past ten years may be transferred. Students may also petition for a course substitution and challenge courses.
(3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression.	X		

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.	X		An overview of the FNP program is available to prospective students in the CSUDH catalog and on the SON web site.
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		The FNP program, like most of the other nursing programs at CSUDH, is delivered in a distance learning model.
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units, [forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		The program is full time or part time, but full time is encouraged. The MSN/FNP consists of 48 semester units. The FNP option is 33 units.
(8) The course of instruction shall be calculated according to the following formula: (A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. (C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks.	X		
	X		
	X		At CSUDH an academic semester consists of 16 weeks.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>(9) Supervised clinical practice shall consist of two phases:</p> <p>(A) Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.</p> <p>(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience sand instruction in an appropriate clinical setting.</p> <p>(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.</p>		X	<p>Findings: FNP diagnostic and treatment skills and procedures are not taught and practiced prior to the role performance preceptor courses.</p>
	X		<p>Following 9 semester units of advanced science courses (Pharmacology, Advanced Health Assessment and Advanced Pathophysiology), students take the FNP role option courses.</p>
	X		<p>The FNP program consists of 13 semester units of clinical practice (624 hours).</p>
<p>(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.</p>	X		<p>Within the FNP program, the students complete 12units of didactic course work and 12 units of clinical preceptorship.</p>
<p>(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.</p>	X		<p>Recommendation: Ensure that the program fulfills its responsibility of arranging for student preceptors.</p>
<p>(12) The curriculum shall include, but is not limited to:</p> <p>(A) Normal growth and development</p> <p>(B) Pathophysiology</p> <p>(C) Interviewing and communication skills</p>	X		<p>The required content areas are integrated throughout the FNP theory and clinical preceptorships.</p>
	X		<p>MSN 528 Advanced Pathophysiology</p>
	X		<p>MSN 527 Advanced Health Assessment</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(D) Eliciting, recording and maintaining a developmental health history	X		
(E) Comprehensive physical examination	X		MSN 527 Advanced Health Assessment
(F) Psycho-social assessment	X		
(G) Interpretation of laboratory findings	X		
(H) Evaluation of assessment data to define health and developmental problems	X		
(I) Pharmacology	X		MSN 526 Pharmacology
(J) Nutrition	X		
(K) Disease management	X		
(L) Principles of health maintenance	X		
(M) Assessment of community resources	X		
(N) Initiating and providing emergency treatments	X		
(O) Nurse practitioner role development	X		
(P) Legal implications of advanced practice	X		Recommendation: Clarify in writing across the curriculum the integration of the legal aspects of FNP practice in California, specifically Standardized Procedures and Furnishing Numbers.
(Q) Health care delivery systems	X		
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.	NA		

California State University Dominguez Hills
Family Nurse Practitioner Program
Continuing Approval Visit
March 8-9, 2011

Response To Areas of Non-Compliance and Recommendations

Section 1484 (b)(2) – Policies

Findings: Program policies implemented by FNP faculty are over ridden by CSUDH administration. For example, a student was allowed to progress into the program's culminating preceptorship course prior to satisfactorily completing a course prerequisite, Primary Care of the Family III.

Response

In response to the BRN recommendation (s), the FNP faculty, conjointly with administration, more specifically the School of Nursing Director, has outlined the following process for addressing student problems and program progression issues:

During the annual FNP Retreat, a thorough review of past practices concerning student progression and irregularities to debrief and reconcile

Review of monthly FNP faculty meeting minutes by the Director and FNP faculty

Attendance of administration at FNP faculty meetings when necessary

Early identification of students with academic difficulties made aware to the SON Director

Remediation guidelines for FNP courses incorporated into syllabi

Adherence to current admission policies and procedures outlined for FNP students

Of note, per university policy, students are offered the opportunity to file grade appeals if a student deems grades are unjust or unwarranted. Students seeking guidance on grades and their rights and responsibilities are directed to the CSUDH catalog and CSUDH website for instructions.

Decisions to override theory course pre-requisite requirements are not made capriciously or arbitrarily. The SON Director and Dean are responsible for balancing university policies, student rights and academic integrity. Therefore, exceptions are made on a case-by-case basis only after careful review of the situation.

Section 1484(c) – Faculty and Program Resources

Findings: Insufficient faculty and program resources.

- All FNP faculty have an overload assignment and high student to faculty ratio in the FNP courses.

- No ongoing allocated release time for the program director to administer the FNP program.
- Only one staff person to support a nursing department with 14 full time faculty members and 2000 students.
- No designated IT support for a 85% computerized instruction program.
- No one functioning as clinical placement coordinator for the program.

Response

The university remains committed to providing strong support for the School of Nursing (SON) by ensuring it has the proper resources to offer an academically strong program. To this end, Acting Dean Ortiz and Acting Provost Maki have committed the following to the School of Nursing in response the BRN's report.

Section 1484 (c) Faculty

- Faculty workload - Ortiz and Maki have received a commitment from President Garcia to add up to four (4) additional faculty lines. The SON will begin searches for at least two faculty this upcoming summer, 2011. Further, the Director of the School of Nursing position has been approved. Advertising for the position will begin shortly and it is expected the position will be filled by the start of next academic year. When this position is filled the SON will have restored another faculty line now vacant on account of Dr. Welch serving in the capacity of School Director. Potentially, the SON could have a sum total of five new faculty positions by next academic year.
- Release time for FNP Director – release time for this position is an active discussion item between the dean, provost and SON Director. There is a commitment to providing adequate time to administer the program. A commitment is forthcoming by May 18, 2011.
- Staffing – presently the SON has been approved to hire the equivalent of one new administrative support position and has plans to hire a clinical coordinator. This latter position has been approved by the university administration but final decision is awaiting collective bargaining approval. If plans go forward as anticipated the SON will have three administrative (one full time and two part time) support staff and a clinical coordinator by summer 2011. Additionally, the SON was authorized to hire a half time Nursing Skills Lab Coordinator. This position began April 4, 2011.
- IT support – several years back the university went to centralizing all IT positions. At that point the SON lost its dedicated IT support position. Presently Dean Ortiz is initiating discussions with central IT regarding how to best meet the ongoing IT support of the SON.

Section 1484(d)(9)(A) – Skills Instruction

Findings: FNP diagnostic and treatment skills and procedures are not taught and practiced prior to the role performance preceptorship courses.

Response

To address the *Non compliance 1484 (d) (9) (A) Skills Instruction*, the faculty instituted a plan created from a blueprint developed in 2004. In conjunction with the FNP program objectives, course objectives, professional guidelines, state regulations and faculty expertise, a skills set and check list were developed (*Appendix A*). The intent of this document is to verify that FNP students are instructed on requisite skills, and in appropriate instances, allowed an opportunity for return demonstration prior to the clinical experience in the role performances courses.

Documentation of the instruction and practice of skills is provided to the student via the FNP course syllabi. Because the skills are threaded through out the FNP curriculum, the list travels with the student during the FNP experience. Each skill is documented by date and course where the learning occurred. The FNP advising site, located within the Blackboard software platform will serve as the repository for archiving the document. The skills list verification will accompany the clinical documentation required for the role performance course work.

Prior to the first on campus day during Primary Care I Role Performance, the list is reviewed by the clinical instructor. Any of the requisite skills not completed will be discussed with the student during the first on campus day, and a plan will be developed to obtain those skills.

Faculty resources, university space and workload issues were discussed with administration. The SON skills lab provides adequate room and means for the instruction of advance practice skills. Extramural experiences in the form of professional conferences will be made available to the students. Grant funds will be allocated for the following:

- Instructional faculty as needed
- Supplies for workshops
- Membership dues for American Academy of Nurse Practitioners

Recommendations

Section 1484 (d) 11 Preceptors

Ensure that the program fullfills its responsibility for arranging for student preceptors.

Response

The distance nature of the CSUDH FNP program presents unique challenges for clinical placement. The vast geographic distances of the students, both statewide and in some cases nationally, challenge both the student and faculty for securing adequate learning experiences.

The situation is handled in the following manner:

1. The faculty member reviews the current affiliation agreements within the electronic repository located in the SON. The faculty attempts to match the student's geographic profile, objectives of the clinical course, and availability of the preceptor with in the institution. Prior to acceptance into the FNP role option, the student writes a reflection statement that includes personal plans for the clinical experience and FNP career trajectory patterns that the student identifies as important. It is desirable to match the student with life long and career goals as much as possible. The faculty member has electronic access to all of the above components for clinical placement selection. Students are offered choices of clinical placements. If the clinical placement is not desirable or available to the student, the student has the option to re register in a subsequent semester.
2. The second option is that the student, in collaboration with the faculty, discusses personal contacts that may be appropriate for their clinical experience. The faculty member evaluates the site an affiliation agreement is initiated if a current agreement does not exist. Since this process can be lengthy, the student is advised to indicate these intentions early so the initiation of the process is timely.
3. Students are made aware of the clinical placement process in the following ways:
 - a. Orientation
 - b. FNP Handbook
 - c. The advanced science courses
 - d. Student advising site

Due to the lack of a designated clinical coordinator, and the distance nature of the faculty as well as student, affiliation agreements are a major concern. The situation is noted by administration, and at the time of this response, a position has been drafted and currently in the approval process.

Of note, the new admission process for the FNP program provides an opportunity for the students to reflect on the clinical experience, the types of practice settings conducive to their career goals and avenues to compliment their FNP career trajectory. It is important to recognize that many of our students are employed as a result of their clinical experiences. Therefore, we, as a faculty, feel strongly that the principles of adult learning are followed and the student is a collaborator in the choice of placement. The ultimate decision for placement rests on the faculty, but student input is vital and requests are honored when feasible.

Section 1484 (d) 12 (P) Legal Aspects

Clarify in writing the integration of the legal aspects of FNP practice across the curriculum , specifically Standardized Procedures and Furnishing Numbers.

Response

The legal aspects of NP practice are comprehensively addressed throughout the curriculum. In critical review of the curriculum a comprehensive tally of instructional content is chronicled in *Appendix B*. To begin, the issue of furnishing principles and responsibilities are extensively presented in Advanced Pharmacology, where testing and evaluation are done for validation. These principles are also threaded through out each FNP course, in both the didactic classroom and in the role performance courses. Sample assignments include; the anatomy of a prescription, writing scripts as a part of the plan of care in the SOAP note, dialogue and discussion regarding appropriate referral and consultation, and selection of medications as a treatment modality. The content referring to furnishing is chronicled in *Appendix B*.

Standardized procedures are introduced in Advanced Pharmacology. The thread continues in each FNP course, where standardized procedure assignments are required. Primary Care I presents the importance of standardized procedures during the two on-campus meeting days and during week 1 curriculum. During Primary Care II, a written assignment is required for credit. Primary Care III utilizes the principles of the standardized procedure during the capstone didactic course. Primary Care IV closes the curriculum with graduate level dialogue during the clinical conference, case studies reinforce examples in instances when disparities arise in practice versus BRN guidelines and the practice act. Students provide critical analysis of these cases and recommendations for safe practice in conformance with BRN standardized procedures.

Upon recommendation from the BRN NEC consultant, a trial assignment addressing Standardized Procedures was implemented in the clinical course work of Primary Care I-IV. Due to the overall success of the trial, this is now a standard part of the clinical course curriculum beginning fall 2011.

Standardized Procedures Assignment MSN 556 Spring 2011

Per the California State Board of Registered Nursing recommendations, we will be discussing the requirements for standardized procedures at our upcoming on-campus meeting. This activity will take place immediately following the mid-term examination. All students registered in MSN 556 are required to participate in this activity.

“Standardized procedures are the legal mechanism for registered nurses, nurse practitioners to perform functions which would otherwise be considered the practice of medicine” (Board of Registered Nursing, 1998). In preparation for this on-campus activity, you will need to download and print out a copy of the BRN (1998) explanation of standardized procedure requirements. In addition to this document, you will also need to bring an example of the standardized procedures used in your clinical setting. Make sure that you bring enough of the document to substantiate all 11 requirements as outlined in the BRN document and at least one disease specific example, if available. If you are in a physician office where there is no NP employed or if there are otherwise no standardized procedures available, you will need to locate an example from an NP colleague or begin to write you own using the examples in the BRN (1998) document.

In class and as a group, we will analyze, critique and revise the standardized procedures brought in to ensure they meet all of the BRN mandated requirements.

Reference

Board of Registered Nursing. (1998). *An explanation of standardized procedure requirements For nurse practitioner practice*. Retrieved from: <http://www.rn.ca.gov/pdfs/regulations/npr-b-20.pdf>

APPENDIX A

SKILL CHECK LIST FNP PROGRAM

STUDENT _____

<i>SKILL</i>	<i>COURSE</i>	<i>DATE</i>	<i>EVALUATOR</i>	<i>EQUIVALENCY</i>	
Diagnostic Test Interpretation					
Knowledge of Furnishing Numbers					
Knowledge of Standardized Procedures in NP practice					
Conduct Comprehensive Physical Assessment Skills					
Conduct Comprehensive Medical History Taking					
Correctly Performs Microscopy of Wet Mounts					
Performs Routine OB Intake					
Conduct Comprehensive Pediatric Assessment relevant to NP practice					
Interpret 12 lead EKGs					
Recognize abnormalities on X-Ray evaluation					

APPENDIX B
CURRICULAR THREADS:
STANDARDIZED PROCEDURES and FURNISHING NUMBERS

COURSE	Standardized Procedures	Furnishing Numbers	Assignment	
MSN 526	xx	xx	Week 1 Review of SP, FN Weeks 2-11 case studies Week 12 individual assignment	
MSN 527				
MSN 528				
MSN 556				
MSN 558	xx	xx	Week 1 Discussion questions – to obtain copy of SP. Bring application for FN for discussion. Write example of correct Rx documentation Week 6 – document SP in clinic Mid-term on campus meeting. Develop SP in class Write Rx order as part of OSP.	
MSN 566	XX	XX	Week 1 Review of SP Weeks 2-15 case studies	
MSN 568	XX	XX	Week 4-8-12-15 clinical conferences Week 8 written assign.	
MSN 576			Part of the on-line FNP certification exam of this course. Students review on-line content and are tested on FNP knowledge/SP throughout their	

			<p>exams.</p> <p>Integration of the legal aspects of FNP practice are stressed/added/integrated into case studies. Students must be able to demonstrate competent clinical judgment within social situations which require the learner to understand the legal aspects and limitations of FNP practice</p>	
MSN 578	xx	xx	<p>Week 1 Review of SP & FN with written assignment, Weeks 3-8 Case study presentations and documentation in the medical record</p>	
MSN 588	xx	xx	<p>Week 1 Review of SP & FN with written assignment, Weeks 3-8 Case study presentation assignments and documentation in the medical record Weeks 11-12 Medicolegal case study presentations</p>	

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.5.1

DATE: May 18, 2011

ACTION REQUESTED: Grant Initial Program Approval
ITT Technical Institute Rancho Cordova
Associate Degree Nursing Program

REQUESTED BY: Katie Daugherty, MN, RN
Nursing Education Consultant

BACKGROUND: In March 2010, Seaneen Noonan, MSN, RN was hired as the Program Chair at ITT Technical Institute Rancho Cordova (ITTRC), located in the greater metropolitan area of Sacramento. Ms. Noonan has provided leadership for the development of the generic AD program in both the feasibility and the self study phases of initial program approval. Ms. Noonan has worked in conjunction Peggy Keen, RN, MSN, National Chair, School of Health Sciences, ITT Educational Services, Inc. (ITT/ESI) based in Indiana on this endeavor.

ITT Technical Institute Rancho Cordova (ITTRC) is one school in a network of private for profit educational institutions owned by ITT Educational Services, Inc. (ITT/ESI). As of February 2011, ITT/ESI operates 125 ITT Institutes in 38 states and serves approximately 80,000 students.

As of September 2010 when the ELC accepted ITTRC's feasibility study, ITT/ESI had a total of 22 AD nursing programs operating in 15 states. The first nursing programs were established in 2007. ITT/ESI reports, that as of 3/14/11, 117 first time test takers have taken the NCLEX exam and the current pass rate for program graduates is 81% across all ITT programs. The Rancho Cordova campus will be ITT/ESI's first nursing program in California. There are plans to seek separate approval for another associate degree nursing program in Southern California at a later date.

The ITTRC campus currently has approximately 650 students enrolled in both day and evening classes. ITTRC is accredited by the national accrediting agency, Accrediting Council for Independent Schools and Colleges (ACICS) to offer both academic associate (7) and bachelors of science degrees (8) through December 2012. Currently, IITRC offers no health related or other nursing programs. ITT Rancho Cordova is approved by the California Bureau for Private Postsecondary Education (BPPE). BPPE approval for the associate degree nursing program will follow BRN approval. ITT/ESI is in the process of obtaining nursing program specific accreditation by NLNAC for each of its nursing programs beginning with the nursing programs in Indiana. A more definitive timeline for ITTRC NLNAC accreditation will be established once BRN approval is granted.

An initial program approval visit was conducted March 14-15, and April 1, 2011 by K. Daugherty, NEC. The proposed program was found to be in compliance with the rules,

regulations and board policies and procedures. No recommendations were made. Program approval findings are detailed in the attached initial program approval documents.

The proposed nine quarters year round program curriculum is based on the national curriculum developed by ITT/ESI with appropriate modifications to comply with California's regulations. Following BRN approval, ITTRC plans to enroll the first cohort of 30 students in September 2011. Program completion for the first cohort will occur in December 2013. ITTRC intends to market the proposed nursing program to high school students and other qualified applicants who have not been accepted into the established nursing programs in the greater Sacramento region.

The program curriculum consists of a total of 107 CRL/degree quarter units for the associate of science degree in nursing. The total number of nursing units is 66.5 quarter units and includes 39.5 units of nursing theory and 27 clinical nursing units. Draft course syllabi have been developed, will be refined and sent to the BRN for approval prior to implementation once faculty is hired.

At the time of the ELC's acceptance of ITTRC's feasibility study in September 2010, ITTRC proposed the admission of 30 students every quarter for an expected enrollment pattern of 120 students per year. Acutely aware of the current clinical placement and graduate/RN employment trends throughout CA, ITTRC has made the decision to admit only 30 students every other quarter (60 per year) for at least the first nine quarters of the program and then reassess future enrollment patterns at that time. ITTRC has already obtained firm commitments from 13 clinical sites for clinical placements without displacing existing schools per the attached clinical site documents. Self study evidence shows the proposed clinical sites have adequate patient census, RN staff, and the appropriate type and number of learning experiences necessary to provide the required variety, depth, breadth and complexity of learning experiences to meet program learning objectives/outcomes in all five specialty areas. After the initial program approval visit, Ms. Noonan reported confirmation for clinical placements in one additional 225 bed acute care facility (for more OB and complex M/S placements) in the Sacramento region. In April 2011, Ms. Noonan became an official member of one of the local clinical placement planning groups (Healthy Communities Forum) for the greater Sacramento region. Ms. Noonan is also pursuing membership in other regional clinical placement planning groups as well.

Finally, the site visit validated there are sufficient resources (faculty/staff, funding, physical space/classrooms/labs, support services, equipment etc.) allocated for the program as described in the attached report of findings and budget documents. Since some renovation of existing facilities will occur to accommodate the nursing program, a site visit will be made in August 2011 to verify the planned physical space renovations are complete prior to the start of instruction in September 2011. Finally, the typical routine interim visits associated with the start of a new program will be made in December 2012 and December 2013.

NEXT STEPS:

Place on Board Agenda

FISCAL IMPLICATIONS, IF ANY:

None

PERSON TO CONTACT:

Katie Daugherty, NEC
(916) 574-7685

**ITT Technical Institute
Associate Degree Nursing Program
Summary of Findings
Approval visit: March 14-15, and April 1, 2011**

Non Compliance(s): No areas of non-compliance identified.

Recommendation(s): None

CONSULTANT APPROVAL REPORT
INITIAL PRELICENSURE PROGRAM VISIT

EDP-S-05 (Rev. 08/10)

PROGRAM NAME: ITT Technical Institute
Sacramento-Rancho Cordova (ITTRC)
Associate Degree Nursing Program

DATES OF VISIT: March 14-15, April 1, 2011

APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
<p>I. ADMINISTRATION</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>ITT Educational Services Inc. (ITT/ESI) currently has more than 22 associate degree nursing programs in 15 states. Corporate headquarters are located in Indiana. ITT/ESI schools are accredited by ACICS. ITTRC holds current ACICS accreditation thru December 2012 and requisite CA BPPE approval for existing degree programs. Following BRN program approval, BPPE will add the nursing associate of science degree to ITTRC's list of approved degree programs. NLNAC accreditation will be pursued in the future.</p> <p>The proposed AD program being established at ITTRC will be the first in California. ITTRC's program is based on ITT/ESI's national nursing curriculum implemented in 2007. As of 3/14/11, across all current ITT programs, there have been 117 first time test takers take the NCLEX RN exam. The pass rate is 81%.</p> <p>ITTRC's nursing program philosophy is based on the concepts of Person, Environment, Health, Nursing, Education and Learning. It is congruent with ITTRC's and ITT/ESI mission, philosophy, and core values.</p> <p>Program philosophical concepts are organized in an eclectic framework with the integration of six major curriculum components/strands threaded throughout the curriculum. These include:</p> <ul style="list-style-type: none"> • Nursing values • Nursing process • Health promotion and maintenance • Nursing roles (provider of care, manager of care, member of the profession/IDT) • Therapeutic communication skills • Competent nursing care

Associate Degree Nursing Program

APPROVAL CRITERIA

SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

- (1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.
- (2) The program shall have a procedure for resolving student grievances.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS 11-32, 88-89, App 2-9,12-22, 26-30 includes SHB/FHB, CAT	X		<p>Written admission/readmission, selection, promotion/progression, attendance, probation, withdrawal/dismissal, program completion and grievance procedure policies and procedures are well developed and congruent with ITT/ESI corporate and ITTRC campus policies and procedures. The policies and procedures will be available to students and faculty in hard copy and via the student and faculty ITT intranet portals.</p> <p>Catalog (pg.52) materials specifically state acceptance of credits in any course taken at ITTRC is made at the discretion of the receiving institution. The catalog clearly states students considering continuing his/her education or transferring to any institution other than ITT must not assume that any credits earned in any course taken at ITTRC will be accepted by the receiving institution.</p> <p>Currently articulation agreements are in place with Kaplan University and Grand Canyon University. Discussion is in progress with University of Phoenix; plans also include developing an articulation agreement with CSU Sacramento in the future.</p>
SS 12-32, 88-89, 95-98 App 2-6, 7-9, 12-24, 26-30 SS 32-35 App 2, 13,19-22, 30 http://www.itt-tech.edu ,	X		<p>Evidence includes a well developed systematic evaluation plan (SPEP) and standardized evaluation tools used by all ITT nursing programs across the U.S. Adequate data collection, analysis, reporting processes and technology support are in place for monitoring all program aspects continuously. The program will be using the HESI A2 admission test and a series of HESI specialty area tests throughout the program including the HESI comprehensive exit exam. Students must pass the HESI exit exam to complete the program.</p> <p>Written student grievance procedures are developed (CAT/SHB) and clearly delineate the role of the nursing program director and faculty in the process. If a student grievance is not resolved to the student's satisfaction at the individual campus level, a written appeal can be submitted to Senior Vice President, Chief Compliance Officer, ITT/ESI in Indiana.</p>

Associate Degree Nursing Program

APPROVAL CRITERIA

SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 35-38 App 2, 7-8, 13-16, 21- 24, 26, 30	X		<p>ITTRC's Campus Director serves as the school's Executive Director. The Campus Director is also the campus Disability Coordinator. ITTRC's Campus Director reports to a District Manager (DM). The DM reports to the corporate ITT/ESI Senior Vice President of Operations in Indiana.</p> <p>At ITTRC, there is a campus Dean and an Associate Dean of General Studies. The designated Nursing Program Director/Chair, Seaneen Noonan, RN, MSN, reports to and is evaluated by the ITTRC campus Dean. Ms. Noonan and the Dean work closely in the management, coordination, and implementation of the nursing program. Ms. Noonan is also a member of the Academic Affairs Leadership Team along with the campus Dean, the Associate Dean, and other ITTRC Program Chairs.</p> <p>Ms. Noonan also collaborates with the ITT/ESI National Nursing Chair on a monthly basis. Mechanisms are in place to provide ongoing communication for all program faculty via the various ITT/ESI corporate, nursing chairs, and faculty portals.</p> <p>Nursing program faculty and the administrative assistant for the nursing program will report directly to the nursing Program Director/Chair, Ms. Noonan.</p>

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SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology to achieve the program's objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 4, 38-47 App 2,7-8, 10-12, 21- 22, 24-30	X		<p>Available evidence demonstrates there are sufficient resources including financial support for the program. Once established, student tuition will be the funding source to sustain the program. ITTRC provides a full range of student and faculty services/learning resources and appropriate hours of access to support the program have been established. Resources include 8 well equipped classrooms, a 30 stations science lab, 3 computer labs, a five beds nursing skills/simulation lab, 2 dedicated private meeting/conference spaces for program use, a dedicated 9 seats nursing faculty office space with computer, telephone, desk etc. for each faculty member, a private office for the program director and a semi private office for the full time clerical assistant. Some renovation of the existing campus physical space will occur once the program is approved as represented on the attached schematic. Renovation will be completed by August 2011 and a site visit to validate readiness for program start up will occur prior to program instruction.</p> <p>There is a campus bookstore and LRC onsite. The campus LRC will include sufficient resources to support the nursing program. The campus Dean oversees the LRC and staff. The identified services and hours of access for initial program start up are appropriate. Students may access the virtual library from any computer during and after program completion on a lifetime basis as part of ITT's commitment to lifelong learning for program graduates. The PD/Chair serves on the campus LRC committee that meets once a term. Recommendations are forwarded to the national LRC advisory committee. A corporate librarian plans, coordinates, and manages centralized resources and services. Free tutoring (ITTRC Jump Start program) is available. Nursing tutoring hours will be built in the FT/PT nursing faculty teaching loads.</p>

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SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.

SECTION 1424(f) The program shall have a board approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 38-39, 47 App 7-8, 13-15	X		<p>Ms. Noonan holds the titles of Program Chair and Program Director. The Program Director/Chair position job description is well developed. Ms. Noonan is responsible and accountable for the nursing program. Ms. Noonan works in collaboration with the Dean related hiring, promotion, retention, evaluation, and instructional improvement.</p> <p>The Program Director/Chair is a full time 12 months position with 100% release time to administer the RN program. There are no other nursing or allied health programs at ITTRC. No additional nursing or allied health programs are slated for future development at this time.</p> <p>Ms. Noonan, as PD/ Program Chair, is also part of the campus Academic Leadership Team and the national nursing chairs group that communicates via conference call on a monthly basis. Program operations, curriculum and process improvements are the major foci for these calls. She is also a member of the national ITT/ESI curriculum committee.</p> <p>ITTRC has identified at least one eligible Assistant Director (AD) applicant with many years of instructional experience teaching in associate degree nursing education. Once hired, the AD will be a full time position 12 months per year with a minimum of 20% (5 of 25 hours/wk) release time to perform administrative activities as directed by the program director.</p>
SS 47 App 7-8, 12-15, 17	X		<p>See section above. There is a well developed job description for the AD.</p>

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SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 12-32, 47-50 App 2, 7-9, 12-16	X		<p>The Program Director/Chair, Assistant Director/Assistant Chair, and nursing faculty govern the nursing program. The program Director/Chair is the presiding officer for the nursing faculty. There are two standing faculty committees of the program:</p> <ul style="list-style-type: none"> • Nursing Faculty Curriculum • Nursing Faculty Admission, Progression and Graduation <p>Committee processes and functions are well developed and included in the SHB and FHB.</p> <p>Faculty committee appointments are made by the PD for a three year term; each committee elects a committee chair by majority vote.</p> <p>Student representatives are appointed to the two program committees by the PD for one academic year.</p> <p>An ITTRC Nursing Program Advisory Committee (PAC) will be established to support continuous feedback and program improvement. Membership will include broad based campus, program, student and community/clinical agency representatives/experts.</p>
SS 38-39, 50-53	X		<p>The program staffing plan provides sufficient evidence of compliance with this regulation.</p> <p>ITTRC will require the expected 11-12 full time "at will" faculty members (includes the PD/Chair) to hold a MSN degree. Full time faculty members will carry a teaching load of 25 contact hours per week.</p> <p>At least 50 % of the part time adjunct faculty will also be required to hold an MSN so the program will be in compliance with NLNAC faculty standards from the inception of the program. Part time faculty may be assigned up to 40 contact hours per week. PT faculty will be paid an hourly rate for tutoring students.</p> <p><u>Program staffing plan is as follows:</u> <u>Present:</u> FT Program Director/ Chair; <u>Following BRN program approval May/June 2011:</u> FT Program Director; 1 FT admin. clerical staff; 1 FT faculty/AD; <u>Qtr. 1 of instruction:</u> Same as above plus 1 additional FT faculty; <u>Qtr. 2:</u> add 1 FT faculty; <u>Qtr. 3:</u> employ a total of 5 FT faculty and PT as needed; <u>Qtr. 4:</u> employ a total of 6 FT faculty and PT adjuncts as needed; <u>Qtr. 5:</u> employ 7-8 FT and PT as needed; <u>Qtr. 6:</u> 8-9 FT and PT as needed; <u>Qtr. 7:</u> 9-10 FT and PT as needed; <u>Qtr. 8:</u> 10-11 FT and PT as needed; and from <u>Qtr. 9 forward:</u> 11-12 FT and PT as needed.</p> <p>ITTRC has already received approximately 16 viable faculty applications that meet BRN faculty requirements in at least one or two of the five specialty areas.</p>

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SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.

SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) Acuity of patient needs;
- 2) Objectives of the learning experience;
- 3) Class level of the students;
- 4) Geographic placement of students;
- 5) Teaching methods; and
- 6) Requirements established by the clinical agency.

II. FACULTY QUALIFICATIONS

SECTION 1425

All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02) REV 02/09.

A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:

SECTION 1425(a) The director of the program shall meet the following minimum qualifications:

(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;

(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420 (h);

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 53 App 16	X		ITTRC intends to utilize a small number of non-faculty RN staff in a few select outpatient/ambulatory, and community based settings. Written draft templates outlining responsibilities of students, non-faculty and faculty are developed and will be further refined once course faculty are hired. Course faculty will be readily available to students and non-faculty via pager and cell phone. Faculty will also make visits to the sites on a routine basis to ensure learning experiences are meeting required objectives/learning outcomes. Written evaluation of these experiences will also be completed every term.
SS 53 App 8, 13	X		Lines of authority and supervision are clearly defined in writing.
SS 53-54 App 14 pg 31	X		In clinical skills/simulation labs and clinical agency rotations the maximum student to instructor ratio will be 10:1.
SS 55-57 BRN Director and AD forms submit App 7, 8, 12,13, 14,15,17	X		Appropriate director and faculty approval forms have been completed for Ms. Noonan. Once the program has been approved, AD approval forms and documentation will be submitted prior to program start up.
SS 55 App 7, 8, 9, 12, 17	X		Seaneen Noonan is the designated Program Director/Chair.
SS 55 App 8,17 BRN Director Approval Forms	X		Ms. Noonan completed an MSN in Nursing Education at CSU Dominquez Hills in June 2006.
SS 55 App 8,17	X		Formerly, Ms. Noonan served as pre-licensure program director and assistant director in another associate degree nursing program in California prior to being hired by ITTRC.

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(3) Two (2) years' experience teaching a pre-or post-licensure registered nursing programs; and;

(4) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse;

(5) Equivalent experience and/or education as determined by the board.

(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a) (4) above, or such experience as the board determines to be equivalent.

SECTION 1425(c) An instructor shall meet the following minimum qualifications:

- (1) The education requirements set forth in subsection (a)(1);
- (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:

- (A) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
- (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and
- (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.

SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:

- (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;
- (3) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:
 - (A) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
 - (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

SECTION 1425(e) A clinical teaching assistant shall have at least one (1) year's continuous full time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 55 App 17	X		Since 2003, Ms. Noonan has taught in a several pre-licensure AD, BSN, and ELM degree programs in the areas of Med. Surg. & Geriatrics on a full and part time basis.
SS 55 App 17	X		Ms. Noonan continues to provide direct patient care experience in the ER on a per diem basis.
SS 55	X		ITTRC will submit AD approval forms after initial program approval is granted by the BRN. At least one eligible AD applicant has been identified.
SS 56 App 8,12, 13-15 including Draft FHB and Clinical Competencies Validation Processes/Forms	X		
SS 56	X		
SS 56 App 8, 12, 13, 14, 15 including FHB, Clinical Validation Processes/Forms	X		
SS 56	X		
SS 56	X		
SS 57	X		There are no current plans to utilize CTAs. If used in the future, the program will meet the requirements to do so.

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SECTION 1425 (f) A content expert shall be an instructor and shall possess the following minimum qualifications:

- (1) A master's degree in the designated nursing area; or
- (2) A master's degree that is not in the designated nursing area and shall:
 - (A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and
 - (B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 57	X		The Program understands compliance requirements related to faculty CEs in the five specialty areas. Initially, the medical surgical and geriatric content experts will be hired for instruction in Clinical Concepts I and II and Adult Nursing I and II. By Qtr.7 the Mental/Psych CE needs to be hired and by Qtr.8 the OB/Peds CE. A draft CE policy and review template has been developed to facilitate ongoing curriculum review by the designated CEs.
SS 58-60 App 8, 15 SS 60-63 App 8, 9, 12-15, 18-23, 26	X		Faculty performance expectations and responsibilities are clearly stated and congruent with this regulation.
SS 64 App 15	X		
SS 65-73 App 18-22 including draft course syllabi BRN CRL/TCP forms	X		ITTRC nursing program faculty will have the opportunity to refine the nursing program curriculum using ITTRC campus groups, program faculty committees, program evaluation data, student feedback and the ITT/ESI national curriculum, LRC, chairs, and the national education chair and staff as resources for doing so.
SS 71-73 App 18-22 Draft course syllabi	X		Refer to Section 1424 (a) for a description of the unifying theme and the six major curricular concepts reflected throughout the curriculum including the nursing process. Courses are progressively sequenced in a simple to complex fashion. Students progress from caring for one patient to caring for groups of patients in the final nursing capstone course.
SS 67-74 App 18-22 BRN CRL/TCP forms	X		The program academic year will include four quarters of instruction (September, December, March, June). The program is slated to start in September 2011. The associate degree nursing curriculum consists of a total of 107 quarter units.
SS 67-74 App 18-22 BRN CRL/TCP forms	X		<u>Total nursing theory and clinical units:</u> 66.5 quarter units <ul style="list-style-type: none"> • <u>Total Nursing Theory units:</u> 39.5 units • <u>Total Nursing Clinical units:</u> 27 units
SS 67-74 App 18-22 BRN CRL/TCP forms	X		<u>Includes 9 quarter units:</u> <ul style="list-style-type: none"> • English Composition I (EN1320 4.5 units) • English Composition II (EN 1420 4.5 units) both include oral communication content

III. FACULTY RESPONSIBILITIES

SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.
(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.

SECTION 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.
(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.

IV. REQUIRED CURRICULUM

SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.

SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.

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(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

(1) The nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of oral, written and group communications;

(6) natural sciences including human anatomy, physiology and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 67-74 App 18-22	X		<u>Includes a total of 31.5 quarter units:</u> <ul style="list-style-type: none"> Anatomy and Physiology I & II with labs (AP 2535, AP 2635 6 units each); Microbiology with lab (SC 2735 6 units); Sociology (SO 2550 4.5 units); Psychology (PY 3150 4.5 units); and College Math I (MA 1210 4.5 units)
SS 67-74 App 18-22 BRN CRL/TCP forms App 21 Draft Course syllabi documents	X		Nursing courses are structured to deliver theory and the clinical components concurrently in a single course format. Draft course content documents including draft course syllabi clearly identify the six core curriculum concepts/domains: <ul style="list-style-type: none"> Nursing values Nursing roles Nursing process Health promotion/maintenance Therapeutic communication Competent nursing care These concepts are integrated across the curriculum.
SS 71-74 App 18-22 Draft Course syllabi CRL forms	X		
SS 71-74 App 18-22, support course syllabi, CRL forms	X		
SS 71-74 App 18-22, support course syllabi CRL forms	X		
SS 71-74 App 18-22, support course syllabi CRL forms	X		
SS 71-74 App 18-22, support course syllabi CRL forms	X		
SS 71-74 App 18-22, support course syllabi, CRL forms	X		
SS 71-74 App 18-22, support course syllabi, CRL forms	X		

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(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.

SECTION 1426.1 PRECEPTORSHIP

A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:

- (a) The course shall be approved by the board prior to its implementation.
- (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:
 - (1) Identification of criteria used for preceptor selection;
 - (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;
 - (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements:
 - (A) An active, clear license issued by the board; and
 - (B) Meet the minimum qualifications specified in section 1425 (e); and
 - (C) Employed by the health care agency for a minimum of one (1) year; and
 - (D) Completed a preceptor orientation program prior to serving as a preceptor;
 - (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.
 - (4) communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:
 - (A) The frequency and method of faculty/preceptor/student contact;
 - (B) Availability of faculty and preceptor to the student during his or her preceptorship experience;
 - (i) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.
 - (ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 74-76 App 5, 18-22, 26-30	X		Tools to evaluate academic and clinical performance and progress are well developed. Faculty will have the opportunity to refine as appropriate.
SS 76 App 2 CAT 45, 48 App 19-21 including BRN CRL/TCP forms	X		At ITT nursing curriculum includes 9 twelve weeks quarters with instruction including finals week occurring over 11 weeks of each quarter. Quarters: Fall (Sept-Dec); Winter (Dec-March); Spring (March-June); Summer (mid June-Sept.). Academic year includes a one week Summer break and a two weeks Winter term break.
SS 76 App 2 CAT 40 App 19-21 BRN CRL/TCP forms	X		One unit/credit hour= 10 hours of theory instruction
SS 76 App 2 CAT, SHB App 19-21 BRN CRL/TCP forms	X		One unit/credit hour of clinical= 30 hours of nursing clinical instruction One unit/credit hour in science labs= 20 hours of instruction
SS 75-78 App 16 pgs.1-10	X		For the first nine quarter program cycle, all clinical instruction will be delivered using a faculty led/supervision model including the capstone course in which students care for groups of patients. Once program faculty has had the opportunity to assess/evaluate the nine quarter program of study, a preceptorship component may be added. Materials were submitted to comply with this regulation and may be used at a later time. Materials will be refined at that time, and re-submitted as part of a potential curriculum change in the future.

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EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		
SS 79	X		
<p>V. CLINICAL FACILITIES</p> <p>SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.</p>	X		<p>Clinical site evidence shows sufficient clinical slots are available at the following institutions without displacing existing program students/schools. The clinical sites listed below were visited, and placement availability validated during the self study phase. These include: <u>Acute Care (4)</u>: Kindred (M/S, Geri) Mercy San Juan (M/S, OB, Peds); Woodland (M/S, Psych/MH); Oak Valley (Geri); <u>SNF/LTC(3)</u>: Courtyard, Delta Rehab, Meadowview; <u>Psych/MH(2)</u>: Heritage Oaks, Woodland Hospital; <u>Ambulatory/Community Based (4)</u>: Pediatric Services of America, Sacramento Surgery Ctr. Traumatic Brain Injury-Easter Seals, Seta-Head Start.</p> <p>Additionally, Sutter Sierra Region has agreed to provide placements in the future and has completed the required verification forms: Requested areas include (M/S, OB, Peds, Geri); placements will be dependent upon requested clinical schedule at the time placements are needed. Marshall Hospital (M/S, Geri) has also completed the required verification form and may provide placements in the future depending on ITTRC's requested schedule.</p> <p>ITTRC's PD will be participating in the local regional clinical planning groups on a routine basis effective April 2011.</p>
<p>SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.</p>	X		<p>Evidence reflects adequate type and number of clinical placements in all five specialty areas to support instruction while providing sufficient depth, breadth, and complexity as the student progresses through the curriculum.</p>
<p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p>	X		<p>Sample written agreement template includes all required elements. Signed agreements will be obtained prior to any clinical placements and kept current.</p>
<p>(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;</p>	X		

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- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 84-86 App 23 pgs. 1-7	X		
SS 84-86 App 23 pgs. 1-7	X		
SS 84-86 App 23 pg.3	X		
SS 84-87 App 23 pgs.1-7	X		
SS 84-86 App 23 pgs. 1-7	X		
SS 87-88 App 5, 12,27-29	X		Student volunteers will be eligible to serve on the program's two standing committees. Any student desiring to be a member of a particular committee may submit a written request to the PD/Chair. Student committee representatives will be excused from meeting discussions of a confidential nature. The program also provides a portal for student networking.
SS 87-88	X		
SS 87-88	X		
SS 87-88 App 5, 26-29	X		
SS 90-94 App 2, 3,4	X		
SS 90-94 App 2,3	X		
SS 91-94 App 2 BRN CRL/TCP forms	X		<u>LVN 30U/45U Option</u> :Totals: 43.5 quarter units <ul style="list-style-type: none"> • Physiology with lab (SC 2535) 6u • Microbiology with lab (SC2735) 6u • Nursing Roles I/ II (N1210/2810) 4u • Adult Health II (N 2630) 8u • Mental Health (N 2740) 5u • Gero (N2747) 4.5u • Capstone (N2999) 10u

VI. STUDENT PARTICIPATION

SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

- (a) Philosophy and objectives;
- (b) Learning experience; and
- (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.

VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS

SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.

SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.

Associate Degree Nursing Program

APPROVAL CRITERIA

Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS
SS 90-94 App 21	X		
SS App 18-21	X		Appropriate curriculum maps developed to reflect integration of the CA standards of competent in the nursing curriculum.
VIII. TRANSFER AND CHALLENGE			
SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:			
SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or			
SS 94-96 App 2, 42-43	X		Policies are in place describing opportunities for challenge and credit for prior education and experience.
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.			
Not applicable			

Administration and Organization of the Nursing Program

SECTION 1424 (a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

Nursing Program Mission, Philosophy and Objectives

The Mission and Philosophy of the Associate Nursing Program were developed to be in congruence with the ITT Technical Institute Mission as well as to be reflective of current frameworks for nursing education and evidence-based practice. The following table depicts congruence between the ITT Technical Institute and the Nursing Program mission statements:

ITT Technical Institute Mission	Associate Nursing Program Mission
Committed to quality education	Well-prepared entry-level generalist registered nurses who can provide competent care in a variety of ever-changing health care settings
Students of diverse backgrounds, interests, abilities	Education of individuals from diverse backgrounds
Integrate lifelong learning	Commitment to lifelong learning and community service
Traditional, applied and adult-learning pedagogies	Integration of theoretical concepts, values, and nursing knowledge in classroom learning activities and clinical experiences
Learner centered environment of mutual respect	Learner centered environment of mutual respect
Promote professional growth	Promotes individuals to grow intellectually and personally
Foster ethical responsibility	Individual accountability as a member of the nursing profession

The written mission, philosophy and framework of the Associate Degree in Nursing Program reflects the faculty beliefs concerning the concepts of nursing, person, environment, health and learning and is congruent with the ITT Technical Institute's Mission and Goals. The Nursing Program's Philosophy guided development of the major curricular concepts: Nursing Values; Nursing Process; Health Promotion and Maintenance; Nursing Roles; Therapeutic Communications Skills and Competent Nursing Care. From the curricular concepts, the program and course objectives were developed using current professional nursing practice and educational standards including the American Nurses Association's Code of Ethics for Nurses; The American Nurses Association's standards of nursing practice, the National League of Nursing's standards for nursing education, and California Board of Registered Nursing regulations.

Mission: Associate Degree in Nursing

The mission of the ITT Technical Institute's Associate Degree in Nursing Program is the education of individuals from diverse backgrounds to be well-prepared entry-level generalist registered nurses who can provide patient-centered evidence-based care in a variety of ever-changing health care settings. Within the program, a learner-centered environment of mutual respect promotes individuals to grow intellectually and personally through the integration of theoretical concepts, values and nursing knowledge in classroom learning activities and clinical experiences. Individual accountability as a member of the nursing profession and commitment to life-long learning and community service are graduate expectations.

Philosophy: Associate Degree in Nursing

The philosophy of the Associate Degree in Nursing Program represents the faculty's beliefs concerning the Nursing Paradigm: Nursing, Person, Environment, Health and Learning.

Nursing: Nursing is both an art and a science, the interactions of which make nursing unique. Nursing values guide the provision of compassionate nursing care in all settings. Nursing, as an evidenced-based practice, is organized and directed by the use of the Nursing Process, a critical thinking, problem solving, decision tool for directing competent nursing care. The goal of nursing care is health promotion and maintenance for optimal living. Nursing is dynamic and requires critical thinking, therapeutic communication skills and competent technical abilities in the application of evidence-based practice. Nursing knowledge has its foundations in concepts and principles from the humanities, and the social, behavioral, physical and biological sciences. Professional nursing care is guided by the American Nurses Association's Code of Ethics for Nurses, professional standards of practice and state and national regulatory standards.

Person: Individuals are unique, have innate value and are worthy of respect. All individuals have physical, psychological, social and spiritual needs through differing levels of growth and life span development. Each individual has rights, interests and goals which must be considered in care plan development and the provision of nursing care. Each person is part of a social structure, which may be a family, a group or a community.

Environment: The environment includes both external and internal elements. The external environment in which the individual functions includes family, groups and communities. Family consists of the individual's immediate support system. Physical aspects of shelter and food, along with economic, political, cultural and spiritual influences, are part of the external environment. By contrast, the internal environment includes the individual's unique life experiences and perceptions, including their spiritual and cultural beliefs. Physiologic processes affected by stress and adaptation are also part of the internal environment. Both the external and internal environments influence individual responses to nursing care.

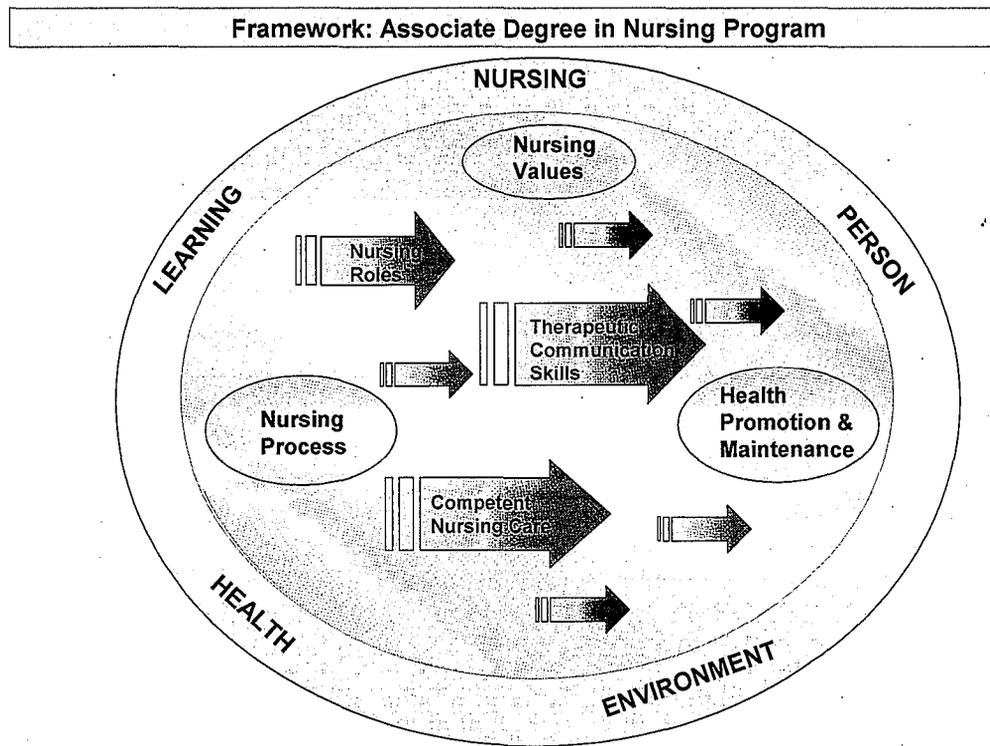
Health: Health is a dynamic state, defined by each person in relation to personal values, beliefs, feelings and needs. Health is on a continuum from wellness to illness to death, where health promotion and maintenance for optimal living are the goals of nursing care.

Learning: Learning is a life-long pursuit of the acquisition of knowledge and includes the development of critical thinking abilities, competent skill development and behavioral and attitudinal changes. Learning is influenced by individual experiences and previous knowledge attainment. Students are diverse individuals with differing learning needs and styles. The nurse educator provides an environment of mutual respect conducive to learning and serves as a facilitator and role model. This is accomplished through the establishment of clearly defined objectives, expectations and practice experiences, and through role socialization. The learning process includes effective teacher and learner communications and interactions where both have responsibilities for goal attainment.

Framework: Associate Degree in Nursing

Education in the Associate Degree in Nursing Program is achieved through a curriculum based on the program's Mission and Philosophy. The philosophical concepts of Nursing, Person, Environment, Health and Learning are organized within an eclectic framework. The framework includes the curricular components of Nursing Values, Nursing Process, Health Promotion and Maintenance, Nursing Roles, Therapeutic Communication Skills and Competent Nursing Care. The framework structures the curricular content, guides the selection of learning experiences and provides the basis for program as well as course objectives.

The curricular organizational framework includes both pervasive and progressive concepts. Pervasive concepts are introduced at the beginning of the curriculum and continue in all areas of the program. They are Nursing Values, Nursing Process, and Health Promotion and Maintenance. Progressive concepts build throughout the program from simple to complex. They are Nursing Roles, Therapeutic Communication Skills and Competent Nursing Care.



Nursing Values: Nursing values guide the provision of compassionate nursing care in all environments. Values include caring, human dignity, autonomy, integrity, accountability, advocacy and ethical behavior. Nursing values are inherent in the American Nurses Association's Code of Ethics for Nurses and professional standards of practice. Nursing values include the demonstration of caring behaviors, active participation in the profession and the interdisciplinary team, a commitment to life-long learning and involvement in community service. The nursing faculty member serves as a role model for the development and internalization of nursing values.

Nursing Process: Nursing process is a critical thinking, problem solving decision tool for directing competent nursing care in all settings. As part of the process, critical thinking is the development, execution and implementation of nursing judgments based on sound clinical reasoning. Those judgments

are demonstrated by analysis of assessment data, formulation of nursing diagnoses, establishment of goals, and the planning, implementation and evaluation of competent evidence-based nursing care.

Health Promotion and Maintenance: Health promotion and maintenance for optimal living is accomplished through healthy lifestyles implementation, illness prevention, disease management, pain alleviation and/or supporting a dignified death. Teaching individuals, families, groups and communities to promote and maintain health is a nursing responsibility and inherent in the development of continuity of care strategies.

Nursing Roles: Nursing roles are Provider of Care, Manager of Care, and Member of the Profession and the interdisciplinary team. These roles are interrelated and include components essential for entry-level registered nurses. The nurse as a provider of care begins by learning the fundamentals and skills of direct patient centered care. The individual then continues knowledge and skill acquisition in the provider role through the application of the nursing process with diverse patient populations from across the life span. Always within the provider role is the application of teaching-learning principles for health promotion and maintenance, incorporation of safety competencies to mitigate error, and continuous quality improvement.

The nurse, as a Manager of Care, coordinates health care interventions with members of an interdisciplinary team. The team includes not only the nurse but the patient, the patient's family and other health care providers. Within the role of Manager, the nurse delegate's routine technical functions to ancillary personnel but continues to assume patient care accountability and responsibility. Managing care involves collaboration, mutual respect and the efficient use of human, physical, financial and technological, and informatics resources to meet patient needs.

The nurse, as a Member of the Profession, demonstrates accountability and responsibility for competent nursing care and internalizes professional commitment. Life-long learning and professional development are expectations due to continually changing health care technologies and settings. Decisions are made and actions taken that are consistent with ethical, professional and regulatory standards.

Therapeutic Communication Skills: Communication in nursing is a process where information is exchanged and managed either verbally, nonverbally, in writing or through information technology. Therapeutic communication is a process where nurse-patient interactions promote coping and adaptation strategies, healthy interpersonal relationships and the development of new knowledge and skills. Communication techniques are used to collaborate with individuals, families, groups, communities and members of the interdisciplinary health care team in assessing, planning, implementing, evaluating and reporting nursing care.

Competent Nursing Care: Competent nursing care means the integration of essential knowledge, skills, techniques and judgments to safely and effectively function within the roles of the Associate Degree in Nursing graduate: that of Provider of Patient Care, Manager of Care and Member of the Profession. As an evidence-based practice, competent patient-centered nursing care requires the integration of theoretical knowledge and technical skill application. Competent nursing care is consistent with ethical, professional and regulatory standards.

Program Outcomes: Associate Degree in Nursing

The Associate Degree in Nursing Program outcomes flow from the Mission, Philosophy and Framework. First-Level outcomes are attained through the successful completion of five Nursing Program quarters. End-of-Program outcome attainment requires completion of all quarters of study. Concepts and principles from the humanities, and the social, behavioral, physical and biological sciences form the base for nursing knowledge. Nursing course content is presented in a simple to complex format and follows a

logical progression from the clinical nursing concepts and techniques courses to the capstone, complex care nursing course. Each course builds upon knowledge and skills attained from previous classroom, laboratory and clinical experiences. Associate Degree in Nursing education helps the individual prepare to be a nurse generalist in entry-level positions in a variety of health care settings. Associate Degree in Nursing education can be the basis for attainment of higher nursing degrees.

Upon completion of the First-Level of the Associate Degree in Nursing Program the student will:

1. Apply nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical and biological sciences in the implementation of competent evidence-based nursing care.
2. Examine nursing values within the roles of Provider of Care, Manager of Care and Member of the Profession to provide direct patient centered care across the life span.
3. Apply the Nursing Process in the implementation of competent nursing care.
4. Apply health promotion and maintenance concepts in all health care settings.
5. Utilize therapeutic communication skills and informatics in caring for individuals, families, groups and communities across the life span and as a member of the interdisciplinary team.
6. Demonstrate competent technical skills and safety competencies based on scientific rationales in the delivery of safe and effective nursing care.

Upon completion of the Associate Degree in Nursing Program (Level II) the graduate will be able to:

1. Integrate nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical and biological sciences in the implementation of competent evidence-based nursing care.
2. Integrate nursing values within the roles of Provider of Care, Manager of Care and Member of the Profession to provide direct patient centered care across the life span.
3. Incorporate the nursing process in the implementation of competent nursing care.
4. Implement health promotion and maintenance concepts in all health care settings.
5. Synthesize therapeutic communication skills and informatics in caring for individuals, families, groups and communities across the life span and as a member of the interdisciplinary team.
6. Implement competent technical skills and safety competencies based on scientific rationales in the delivery of safe and effective nursing care.

ITT Technical Institute-Rancho Cordova-Sacramento Campus

9 Quarter-ADN Program-Curriculum Plan

March 2011

1st Year

Quarter #1 (Sep 2011)

MA 1210 College Math	4.5
EN 1320 Composition I	4.5
AP 2535 A&P I	<u>6.0</u>
	15.0

Quarter #2 (Dec 2011)

PY3150 Psychology	4.5
AP 2635 A&P II	6.0
NU 1210 Nursing Roles I	2.0
NU 1220 Med Term/Dosage	<u>1.0</u>
	13.5

Quarter #3 (Mar 2012)

NU 1325 Clinical Conl	6.0
SC 2735 Micro	<u>6.0</u>
	12.0

Quarter #4 (Jun 2012)

NU 1420C Clinical Conc II	7.0
NU 1425 Pharmacology	<u>5.0</u>
	12.0

2nd Year

Quarter #5 (Sep 2012)

NU 2530 Adult Nurs I	8.0
SO 2550 Sociology	<u>4.5</u>
	12.5

Quarter #6 (Dec 2012)

NU 2630 Adult Nurs II	8.0
EN 1420 Composition II	<u>4.5</u>
	12.5

Quarter #7 (Mar 2013)

NU 2740 Mental Hlth Nurs	5.0
NU 2747 Gero Nurs	<u>4.5</u>
	9.5

Quarter #8 (Jun 2013)

NU 2840C Maternal/Child Nurs	8.0
NU 2810 Nurs Roles II	<u>2.0</u>
	10.0

3rd Year

Quarter #9 (Sep 2013)

NU 2999 Nurs Capstone	<u>10.0</u>
	10.0

Total Nursing Units= 66.5 units (39.5 NursTheory/27 NursClinical)

Content Required for Licensure and Graduation (ADN Degree) = 107 units

General Education Courses

AP2535 Human Anatomy and Physiology I

A 6.0 credit hour Science course (34 theory, 52 lab)

This course introduces students to anatomy and physiology of the human body using a systems approach, focusing on the integumentary system, bones and skeletal tissues, joints, muscles, the nervous system, special senses and the endocrine system. This course includes a laboratory component.

AP2635 Human Anatomy and Physiology II

A 6.0 credit hour Science course (34 theory, 52 lab)

Building upon Human Anatomy and Physiology I, this course focuses on the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as metabolism, acid-base balance, fluid and electrolyte balance and nutrition. This course includes a laboratory component. **Prerequisite:**

AP2535 Human Anatomy and Physiology I or equivalent

EN1320 Composition I

A 4.5 credit hour Composition course (34 theory, 22 lab)

This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely and persuasively. **Prerequisite: GS1145 Strategies for the Technical Professional or equivalent**

EN1420 Composition II

A 4.5 credit hour Composition course (45 theory)

This course builds on the foundations of Composition I with emphasis on rhetorical structures, argumentation and research. Students study how to make strong arguments using visual and oral communication techniques. **Prerequisite: EN1320 Composition I or equivalent**

MA1210 College Mathematics I

A 4.5 credit hour Mathematics course (45 theory)

This course focuses on fundamental mathematical concepts, including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties, and triangles and trigonometric functions. Activities include solving problems and using appropriate technological tools. **Prerequisite: GS1140 Problem Solving Theory or equivalent**

PY3150 Psychology

A 4.5 credit hour Social Science course (45 theory)

This course explores psychological theories from behavioral, humanistic and biological viewpoints. Students apply skills of critical thinking, observation, information gathering and analysis to practice social science and scientific methodology. **Prerequisite: EN1320 Composition I or equivalent**

SC2735 Microbiology

A 6.0 credit hour Science course (34 theory, 52 lab)

This course introduces students to the microbial world, including the structure, functioning and diversity of microorganisms. This course includes a laboratory component.

SO2550 Sociology

A 4.5 credit hour Social Science course (45 theory)

This course introduces the theories and methods sociologists use to explain and predict the dynamics of the contemporary social world. Emphasis is on sociological perspective, culture, social inequality, social change and institutions. **Prerequisite: EN1320 Composition I or equivalent**

SC2535 Physiology [LVN 45-Unit Option only]

A 6.0 credit hour Science course (34 theory, 52 lab)

This course introduces the physiologic and structural alterations of normal body processes during pathologic conditions and diseases. This course includes a laboratory component.

Core Courses

NU1210 Nursing Roles I

2.0 credit hour course (20 theory)

This course offers a foundation upon which subsequent nursing courses are taught and serves as the transition course for Licensed Vocational Nurse (LVN) entry. Students will study concepts and principles related to, and the components of, the roles of the professional nurse (provider of care, manager of care and member of the nursing profession), competent evidence-based nursing practice, therapeutic communication, nursing values, health promotion and maintenance, and the nursing process, within the various health care delivery systems of acute, long-term and community environments. Strategies for success in the nursing program are presented. **Prerequisite or Corequisite: GS1145 Strategies for the Technical Professional or equivalent**

NU1220 Medical Terminology/Dosage Calculations

1.0 credit hour course (10 theory)

This course introduces medical terminology and builds on basic math concepts to introduce step-by-step approaches to the calculation and administration of drug dosages. The course incorporates the ratio and proportion, formula and dimensional analysis methods. Technology is used to present and reinforce application of content. **Prerequisite: MA1210 College Mathematics I or equivalent**

NU1325 Clinical Nursing Concepts and Techniques I

6.0 credit hour course (40 theory, 60 clinical)

This course builds on the concepts and principles in Nursing Roles I and introduces basic nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed, applied and practiced in the nursing skills laboratory. Technology is used to reinforce application of content through patient care scenarios. **Prerequisites: MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent, AP2635 Human Anatomy and Physiology II or equivalent, NU1210 Nursing Roles I or equivalent, NU1220 Medical Terminology/Dosage Calculations or equivalent; Prerequisite or Corequisite: SC2735 Microbiology or equivalent**

NU1420C Clinical Nursing Concepts and Techniques II

7.0 credit hour course (30 theory, 120 clinical)

This course builds on the concepts and principles in Nursing Roles I and Clinical Nursing Concepts and Techniques I. The course introduces intermediate nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed and practiced in the nursing skills laboratory and expanded upon in a clinical setting. Technology is used to reinforce application of content. **Prerequisites: PY3150 Psychology or equivalent, NU1325 Clinical Nursing Concepts and Techniques I or equivalent; Prerequisite or Corequisite: NU1425 Pharmacology or equivalent**

NU1425 Pharmacology

5.0 credit hour course (50 theory)

This course introduces pharmacological principles, emphasizing actions, interactions and adverse effects using the nursing process framework to address nursing implications for each drug classification.

Prerequisite or Corequisite: NU1420C Clinical Nursing Concepts and Techniques II or equivalent

NU2530 Adult Nursing I

8.0 credit hour course (40 theory, 120 clinical)

This course introduces the principles of caring for selected adult patients with medical-surgical health care needs related to problems with mobility, gastrointestinal function, protection, excretion or reproduction. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce course content. **Prerequisites: NU1420C Clinical Nursing Concepts and Techniques II or equivalent;**
Prerequisite or Corequisite: SO2550 Sociology or equivalent

NU2630 Adult Nursing II

8.0 credit hour course (40 theory, 120 clinical)

This course introduces principles of caring for selected adult patients with medical-surgical health care needs related to problems with oxygenation, cardiac output, tissue perfusion, neurological conditions, emergencies, burns or regulation and metabolism. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce course content. **Prerequisite: NU2530 Adult Nursing I or equivalent**

NU2740 Mental Health Nursing

5.0 credit hour course (30 theory, 60 clinical)

This course introduces the principles of mental health and caring for patients experiencing problems of a psychological nature. Evidence-based nursing care is focused on health promotion, health maintenance and restoration of optimal living. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios.
Prerequisite: NU2630 Adult Nursing II or equivalent

NU2747 Gerontologic Nursing

4.5 credit hour course (25 theory, 60 clinical)

This course introduces general principles of caring for the older adult. It begins with an overview of wellness in the older adult, then looks at the physiological and psychological disorders common to this age group. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Students are taught about special needs of this patient population while providing nursing care in a variety of settings. Technology is used to reinforce course content. **Prerequisite: NU2630 Adult Nursing II or equivalent**

NU2810 Nursing Roles II

2.0 credit hour course (20 theory)

This course explores advanced topics related to leadership and management principles, and issues applicable to the roles of the professional nurse as provider of care, manager of care and member of the profession. Transition from the role of student nurse to professional nurse is discussed. **Prerequisites: NU2740 Mental Health Nursing or equivalent, NU2747 Gerontologic Nursing or equivalent;**
Prerequisite or Corequisite: NU2840C Maternal Child Nursing or equivalent

NU2840C Maternal Child Nursing

8.0 credit hour course (45 theory, 105 clinical)

This course introduces principles of providing evidence-based nursing care for the childbearing family and for children. Care is focused on health promotion and maintenance, prevention of illness, restoration of optimal living and common health problems of the childbearing family and children. Nursing skills and communication techniques are developed and demonstrated in the nursing skills laboratory and when

providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios. **Prerequisite: NU2630 Adult Nursing II or equivalent**

NU2999 Nursing Capstone

10.0 credit hours (45 theory, 165 clinical)

This course integrates the principles of evidence-based nursing practice into the care of patients with complex illnesses. The course focuses on demonstration of competencies consistent with program outcomes and development of management skill in caring for multiple patients. In preparing for the professional nurse role, nursing leadership principles, transition to practice, career planning and lifelong learning are explored. Students have the opportunity, in the nursing skills laboratory and clinical setting, to collaborate with faculty and a preceptor in practicing the professional nursing role. **Prerequisites: completion of all other courses in the program of study**

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: ITT Technical Institute Associate Nursing Program- Rancho Cordova, Sacramento Campus	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Sept. 13, 2011	
Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter <u>12:11 weeks including finals week</u>	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	66.5	
Theory	(18)	(27)	39.5	
Clinical	(18)	(27)	27	
Communication Units	6	9	9	
Science Units - College Math	16	24	31.5	
TOTAL UNITS FOR LICENSURE	58	87	107	
Other Degree Requirements			(see CRL units above)	
TOTAL UNITS FOR GRADUATION			107	

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NU1325, 2747, 2740, 2840C	Clinical Nursing Concepts and Techniques I, Gerontologic Nursing, Mental Health Nursing, Maternal/Child
Personal Hygiene	NU1325, 1420C, 2530, 2630, 2740, 2747, 2840C, 2999	Clinical Nursing Concepts and Techniques I & II, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Human Sexuality	NU1325, 1420C, 2530, 2630, 2740, 2747, 2840C, 2999	Clinical Nursing Concepts and Techniques I & II, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone

Client Abuse	NU1210, 1325, 1420C, 2530, 2630, 2740, 2747,2840C, 2999	Nursing Roles I, Clinical Nursing Concepts and Techniques I& II, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Cultural Diversity	NU1210, 1325, 1420C, 2530, 2630, 2740, 2747,2840C, 2999	Nursing Roles I, Clinical Nursing Concepts and Techniques I& II, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Nutrition	NU1325, 1420C, 2530, 2630, 2740, 2747,2840C, 2999	Clinical Nursing Concepts and Techniques I& II, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Pharmacology	NU1220, 1320, 1420C, 1425, 2530, 2630, 2740, 2747,2840C, 2999	Med Terminology and Dosage Calculations, Clinical Nursing Concepts and Techniques I &II, Pharmacology, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Legal Aspects	NU1210/2810, 1320, 1420C, 1425, 2530, 2630, 2740,2747,2840C 2999	Nursing Roles I/II, Clinical Nursing Concepts and Techniques I &II, Pharmacology, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Social/Ethical Aspects	NU1210/2810, 1320, 1420C, 1425, 2530, 2630, 2740,2747,2840C 2999	Nursing Roles I/II, Clinical Nursing Concepts and Techniques I &II, Pharmacology, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone
Management/Leadership	NU2810, 1320, 1420C, 1425, 2530, 2630, 2740,2747,2840C 2999	Nursing Roles II, Clinical Nursing Concepts and Techniques I &II, Pharmacology, Adult Nursing I, Adult Nursing II, Mental Health Nursing, Gerontology, Maternal Child Nursing, Nursing Capstone

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NU1220, 1425, 1325, 1420C, 2530, 2630, 2999	Clinical Nursing Concepts/Techniques I/II, Adult Nursing I/II, Pharmacology, Medical Terminology/Dosage Calculations, Nursing Capstone	6.0, 7.0, 8.0, 8.0, 5.0, 1.0, 10.0 Total- 45
Obstetrical	NU2840C	Maternal Child Nursing	8.0
Pediatric	NU2840C	Maternal Child Nursing	(8.0) See above
Psych/Mental Health	NU2740	Mental Health Nursing	5.0
Geriatrics	NU2747	Gerontologic Nursing	4.5
	NU1210, 2810	Nursing Roles I/II	2.0, 2.0 Total- 4.0
BASIC SCIENCES			
Anatomy	AP2535, 2635	Human Anatomy and Physiology I and II with lab	6.0, 6.0 Total-12
Physiology	AP2535, 2635	Human Anatomy and Physiology I and II with lab	(6.0, 6.0) See above
Microbiology	SC2735	Microbiology with lab	6
Societal/Cultural Pattern	SO2550	Sociology	4.5
Psychology	PY3150	Psychology	4.5
College Math	MA1210	College Mathematics I	4.5
COMMUNICATION			
Group	SO2550, EN1420	Sociology, Composition II	(4.5, 4.5) See above/ below
Verbal	EN1320, 1420	Composition I and II	4.5, 4.5 Total- 9
Written	EN1320, 1420	Composition I and II	(4.5, 4.5) See above
* TOTAL UNITS			107

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NU2630, 2999	Adult Nursing II, Nursing Capstone	8.0, 10.0 Total- 18
Psych/Mental Health	NU2750	Mental Health Nursing	5
Geriatrics	NU2747	Gerontologic Nursing	4.5

Management/Leadership	NU1210, 2810, 2999	Nursing Roles I, Nursing Roles II, Nursing Capstone	2.0, 2.0, (10.0) Total- 4.0 See above
BASIC SCIENCES			
Physiology	HS2535	Physiology	6
Microbiology	SC2735	Microbiology	6
TOTAL UNITS			43.5
Signature Program Director/Designee: <i>Janet Norman</i>		Date: 4/4/11	

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: ITT Technical Institute											Date Submitted: 1/27/2011							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By _____ Date: _____							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: _____													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																		
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		11			
											Total		Theory		Lab		Total Hours	
Quarter/Semester- 1st Quarter																		
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
MA1210CollegeMath	<input type="checkbox"/>	11	4.5	4.5	4.09		0	45	0									
EN1320Compl	<input type="checkbox"/>	11	4.5	3.4	3.09	1.1	2	34	22									
AP2535AnatPhysl	<input type="checkbox"/>	11	6	3.4	3.09	2.6	4.73	34	52									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
Total									15	11.3	10.27	3.7	6.73	113	74			
Quarter/Semester- 2nd Quarter																		
	M	S	O	C	P	G	**Wk:	Total Hours										
PY3150 Psych	<input type="checkbox"/>	11	4.5	4.5	4.09		0	45	0									
AP2635 AnatPhysII	<input type="checkbox"/>	11	6	3.4	3.09	2.6	4.73	34	52									
NU1210 NursRolesI	<input checked="" type="checkbox"/>	11	2	2	1.82		0	20	0									
NU1220 Med/TermDos	<input checked="" type="checkbox"/>	11	1	1	0.91		0	10	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
Total									13.5	10.9	9.91	2.6	4.73	109	52			
Quarter/Semester- 3rd Quarter																		
	M	S	O	C	P	G	**Wk:	Total Hours										
NU1320ClinConcl	<input checked="" type="checkbox"/>	11	6	4	3.64	2	5.45	40	60									
SC2735Micro	<input type="checkbox"/>	11	6	3.4	3.09	2.6	4.73	34	52									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
Total									12	7.4	6.73	4.6	10.18	74	112			

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

(916) 322-3350

Submit in duplicate

Name of School: ITT Technical										Date Submitted: 1/27/2011							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:												
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses,										By: Date:							
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Check: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk: 11					
Quarter/Semester- 4th Quarter										Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NU1420CClinConcII	<input checked="" type="checkbox"/>	11	7	3	2.73	4	10.9	30	120								
NU1425Pharm	<input checked="" type="checkbox"/>	11	5	5	4.55		0	50	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								12	8	7.28	4	10.9	80	120			
Quarter/Semester-- 5th Quarter-2nd Year										Total				Total Hours			
	M	S	O	C	P	G	**Wk:										
NU2530AdultNursI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11	8	4	3.64	4	10.9	40	120			
SOC2550	<input type="checkbox"/>	11	4.5	4.5	4.09		0	45	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								12.5	8.5	7.73	4	10.9	85	120			
Quarter/Semester-6th Quarter- 2nd Year										Total				Total Hours			
	M	S	O	C	P	G	**Wk:										
NU2630AdultNursII	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11	8	4	3.64	4	10.9	40	120			
EN1420Compll	<input type="checkbox"/>	11	4.5	4.5	4.09		0	45	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								12.5	8.5	7.73	4	10.9	85	120			

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN-Page 2

(916) 322-3350

Submit in duplicate

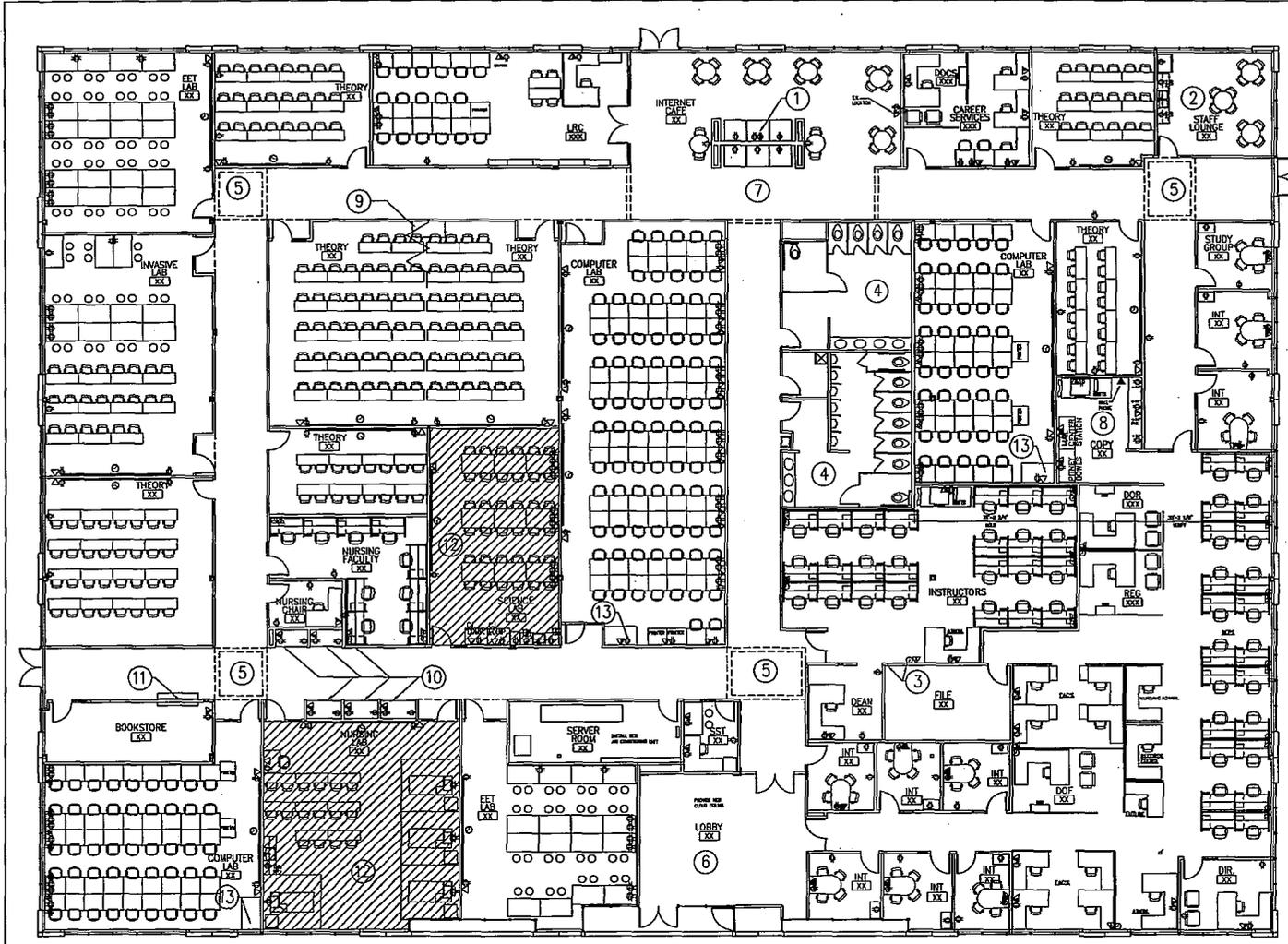
Name of School: ITT Technical											Date Submitted: 01/27/1011							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For IBRN Office Use Only							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date:					<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By:							
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter				*Wk: 11			
Quarter/Semester-7th Quarter											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NU2740MentHealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11	5	3	2.73	2	5.45	30	60				
NU2747 Gero	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11	4.5	2.5	2.27	2	5.45	25	60				
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
Total								9.5	5.5	5	4	10.9	55	120				
Quarter/Semester-8th Quarter											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NU2840CMat/Child	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	8	4.5	4.09	3.5	9.55	45	105				
NU2810 NursRolesII	<input checked="" type="checkbox"/>	11	2	2	1.82		0	20	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
Total								10	6.5	5.91	3.5	9.55	65	105				
Quarter/Semester- 9th Quarter											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NU2999Capstone	<input checked="" type="checkbox"/>	11	10	4.5	4.09	5.5	15	45	165									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
	<input type="checkbox"/>	1			0		0	0	0									
Total								10	4.5	4.09	5.5	15	45	165				

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

Start-Up Budget	Pre-Start 2010
Building Renovation	200,000
Office PCs	4,500
Other Furnishings	10,000
Labs and Equipment	124,000
Pre-Enrollment Operating Expenses	225,000
Total Start-up Costs (\$)	563,500

	Yr1	Yr2	Yr3	Yr4	Yr5
Revenue	1,573,656	4,023,259	5,701,940	5,901,508	6,108,061
Attrition	(35,890)	(44,173)	(44,173)	(44,173)	(44,173)
Operating Budget					
Compensation with Benefits	493,724	1,071,265	1,635,491	1,658,513	1,682,111
Instructional Expenses	142,171	242,429	284,628	284,628	284,628
Occupancy Expense	39,341	100,581	142,549	147,538	152,702
Depreciation & Amortization	31,300	31,300	31,300	26,300	26,300
Total Operating Costs	706,537	1,445,575	2,093,968	2,116,979	2,145,741



PLAN NOTES

- ① PROVIDE RECESSED WATER LINE WITH T-VALVE.
 - ② PROVIDE NEW UPPER AND LOWER CABINETS, COUNTERTOPS, AND DOUBLE SINK WITH GARBAGE DISPOSAL.
 - ③ PROVIDE 1-HR. RATED WALL SECTION.
 - ④ PROVIDE ALL NEW RESTROOM FINISHES AND FIXTURES.
 - ⑤ CORRIDOR INTERSECTION, SEE DETAIL IN SPECIFICATIONS.
 - ⑥ PROVIDE NEW VARIED LEVEL CLOUD CEILING, COORDINATE DESIGN WITH ADAM KLEEMAN AT ITT.
 - ⑦ OPEN CEILING TO DECK, SEE SPECIFICATIONS FOR LIGHTING AND FINISHES.
 - ⑧ PROVIDE NEW BASE CASES AND COUNTERTOP PER SPECIFICATIONS.
 - ⑨ BASE BID TO INCLUDE REFINISHING EXISTING BI-FOLD WALL. PROVIDE ALTERNATE FOR NEW BI-FOLD WALL AS SPECIFIED.
 - ⑩ NEW DISPLAY CABINETS; SEE SPECIFICATIONS.
 - ⑪ PROVIDE NEW LAMINATE PASS-THRU PER SPECIFICATIONS.
 - ⑫ EXISTING FINISHES & MILLWORK TO REMAIN.
 - ⑬ RACK LOCATION.
1. PROVIDE ALL NEW INTERIOR DOORS AND HARDWARE PER SPECIFICATIONS. PAINT ALL DOOR FRAMES.
 2. PROVIDE ALL NEW KICK PLATES ON DOORS PER SPECIFICATIONS.
 3. VERIFY ALL EXISTING ELECTRICAL AND DATA LOCATIONS AND COORDINATE WITH LAYOUT SHOWN. PROVIDE NEW WHERE NECESSARY AND UTILIZE EXISTING WHERE POSSIBLE.
 4. RELOCATE CLOCKS AS NECESSARY TO BE CENTERED ON THE WHITE BOARD. PATCH AND REPAIR WALL AS NECESSARY. REPLACE ANY NON-STANDARD ITT CLOCKS WITH SPECIFIED CLOCKS.
 5. ALL CLASSROOMS TO HAVE (3) CANNED LIGHTS PER MARKER BOARD PER SPECIFICATIONS.
 6. FILL GAPS IN EXTERIOR PAVEMENT AS NEEDED.
 7. BASE BID PROVIDE 2X4 PARABOLIC FIXTURES IN CORRIDORS AND COMPUTER LABS. PROVIDE 2X2 PARABOLIC FIXTURES IN DIRECTOR'S OFFICE. PROVIDE ALL NEW CEILING GRID.
 8. PROVIDE ALL NEW CEILING TILES AND LIGHTING.
 9. PAINT ALL WINDOW SILLS PER SPECIFICATIONS.
 10. RELOCATE LIKE-NEW CONDITION MARKER BOARDS AND CLOCKS WHERE POSSIBLE. PROVIDE NEW WHERE NEEDED.
 11. REPLACE ANY DAMAGED MARKER BOARDS.
 12. REPLACE OR REPAIR ANY DAMAGED CEILING TILES TO MATCH EXISTING.
 13. REPLACE OR REPAIR ALL DAMAGED MINI-BLINDS TO MATCH EXISTING.
 14. REPAIR AND CLEAN CEILING GRID AS NECESSARY.
 15. ALTERNATE: PROVIDE NEW PLASTIC LAMINATE WINDOW SILLS PER SPECIFICATIONS.
 16. ALTERNATE: PROVIDE ADDITIONAL AIR CONDITIONING UNIT TO SERVER ROOM.

NURSING LABS:	1
THEORY ROOMS:	7
COMPUTER LABS:	3
EET LABS:	2
SCIENCE LABS:	1
INVASIVE LABS:	1
TOTAL CLASSROOM SEATS:	519
TOTAL CLASSROOMS:	15
TOTAL INTERVIEW ROOMS:	10
TOTAL SEATS PER 1,000 SQ.FT.:	19.21

① FLOOR PLAN
 M102 SCALE: 1/8"=1'-0"

DENOTES AREA NOT IN CONTRACT

1000 NORTH MERIDIAN STREET
 CAROLINE, IN. 46032-1404
 317.706.9312
 317.706.3040

INTERNATIONAL SERVICE AND SUPPLY CORPORATION
 1000 NORTH MERIDIAN STREET
 CAROLINE, IN. 46032-1404
 317.706.9312
 317.706.3040
 FAX: 317.706.3040

1. PRICE	REINSTRUMENTERS
2. PRICE	CARTRIDGE BRANDES
3. PRICE	REPAIR OR SUBSTITUTION PAINTING
4. PRICE	REPAIR OR SUBSTITUTION INT. PAI.
5. PRICE	REPAIR OR SUBSTITUTION PAINTING

TYPE:	NURSING
SQ. FT.:	27,020 RSF
DRAWN BY:	K.L.D.
DATE:	4.2.10

ITT
 10043 GOLD CENTER DR.
 RANCHO CORDOVA, CA 95870

SHEET
 1 OF 1

**ITT Technical Institute- ADN Program
Rancho Cordova Campus
Proposed Clinical Facilities- April 2011**

Facility	Current Schools	Days/Time # (students if available)	Units Utilized by current schools	ITT Proposal Days/Times #students	ITT Proposal Units to be utilized	Verification/Date Proposed Course(s) Use
Catholic Healthcare West Mercy San Juan ACUTE (all areas) Mercy General ACUTE (all areas)	American River Sacramento City College Sacramento State Samuel Merritt	Varies- CHW uses a clinical placement system- ITT will be included	M/S, Peds, OB, Gero, ICUs,ER, OR, PACU	*Varies- CHW uses a clinical placement system- ITT will be included * (10 students per cohort- 4 quarters per year)	ALL To include other facilities pending regional planning	S Myler 3/11 (Adult Nursing I & II, Capstone, Maternal/Child) Methodist Hospital ACUTE Pending finalization
**Sutter Health Sacramento/ Sierra Region Sutter Medical Center of Sacramento ACUTE (all areas- pending other facilities)	CSUS Samuel Merritt American River Sac City College Sierra College Solano Community College Napa Valley Twin Rivers (multiple other schools for Preceptor)	Varies- Sutter uses a clinical placement system- ITT will be included	M/S, Peds, OB, Psych, Gero, ICUs, ER, OR, PACU	*Varies- Sutter uses a clinical placement system- ITT will be included (10 students per cohort- 4 quarters per year)	All To include other facilities pending regional planning	K Jelten, RN, MBA 03/11 (pending BRN site visits) (Adult Nursing I & II, Gerontology, Capstone, Maternal/Child, Psych) Verification form provided- pending site finalization at Sutter Medical Center
Oak Valley Hospital- Oakdale (Acute/ Subacute)	University of Phoenix (RN) Modesto Junior College (RN)	Varies by 5 or 7 week rotation Year round M-T Days(Fall)	M/S Peds M/S Peds	*M-Sat Eve/Nocs Dependent upon UOP schedule (10 students per cohort- 4 quarters per year)	Med/Surg, ICU, ER, OB, PEDS, OR, PACU, clinics, subacute	S Spoelma, RN 12/10 (Clinical Concepts II, Adult Nursing I, Gerontology)

Facility	Current Schools	Days/Time # (students if available)	Units Utilized by current schools	ITT Proposal Days/Times #students	ITT Proposal Units to be utilized	Verification/Date Proposed Course(s) Use
Woodland Memorial-Woodland (Acute)	American River(RN)	Varies (Fall/Spring)	Psych	*T-Sat PM/NOCS (10 students per cohort-4 quarters per year)	Med/Surg, OB, PEDS, Psych, ICU, ER, OR, PACU, clinics	H Mazerres, RN 12/10 (Clinical Concepts II, Adult Nursing I, Mental Health Nursing)
	Yuba College (RN)	Varies (F/S)	ED, M/S, ICU			
	CSUS (RN/EMT-P)	Varies (F/S)	ED, M/S, ICU			
**Heritage Oaks-Sacramento (Acute Psych)	CSUS(RN)	Varies F/S	Psych	TBD based on clinical placement consortium (10 students per cohort-4 quarters per year)	All	V Brammer, RN 12/10 (Mental Health Nursing)
	American River (RN)	Varies F/S				
	Sierra College (RN)	Varies F/S				
Kindred Hospital-Folsom Acute Speciality	None	None	None	*Tues./Wed Day/Eve (10 students per cohort-4 quarters per year)	Med/Surg, ICU, OR	F Urban-Day, RN 1/11 (Adult Nursing I&II)
Courtyard-Davis (Subacute/LTC)	None	None	None	*Tues./Wed Day/Eve (10 students per cohort-4 quarters per year)	All- 2 wings	J Farris- Director 1/11 (Clinical Concepts I&II, Adult Nursing I, Gerontology)

Facility	Current Schools	Days/Time # (students if available)	Units Utilized by current schools	ITT Proposal Days/Times #students	ITT Proposal Units to be utilized	Verification/Date Proposed Course(s) Use
MeadowView Manor- Grass Valley (Subacute/LTC)	None	None	None	*Tues./Wed Day/Eve (10 students per cohort-4 quarters per year)	All- 3 wings	J Bursey- Director 12/10 Clinical Concepts I & II, Adult Nursing I, Gerontology)
Delta Rehab-Lodi (Subacute-LTC)	University of Phoenix- (RN) Unitek- (LVN)	Varies (5 week rotations) Varies	All- 2 wings	TBD- at time of placement-ITT open to all shifts and days (10 students per cohort-4 quarters per year)	All	S Ryan, RN 12/10 (Clinical Concepts I&II, Adult Nursing I, Gerontology)
Greater Sacramento Surgery Center- Sacramento Outpatient Surgery	None	None	None	*M-F Days (10 students per cohort-4 quarters per year)	All (pre-op, intra-op, post-op)	N Nissen, RN 12/10 (Clinical Concepts I&II, Adult Nursing I)
SETA- Headstart- Sacramento (PEDS) Community Based	CSUS (RN & RD)	Varies (Fall) #1-2 Per site	Multiple centers M-F Days	*M-F Days 2-5 students per site	Multiple centers in cooperation with CSUS and Head Start	M Chavez, Director 1/11 (Maternal/Child)
Pediatric Services of America- Sacramento (Acute/ subacute PEDS) Community Based	None	None	None	*TBD- multiple shifts M-F 2-4 students in homes	Multiple home cases	D Scott, RN 3/11 (Maternal/Child)

Facility	Current Schools	Days/Time # (students if available)	Units Utilized by current schools	ITT Proposal Days/Times #students	ITT Proposal Units to be utilized	Verification/Date Proposed Course(s) Use
Easter Seals-Sacramento (Traumatic Brain Injury Day Unit) Community Based	None	None	None	*Tues/Wed Days 1-2 students	TBI (Traumatic Brain Injury) Day Unit	S Harris, RN 12/10 (Adult Nursing II)

***Days/shifts/times TBD at time of placement (clinical placements typically 10:1 student:faculty ratio, with 1-2 students in a community based or simulation experience**

**** Participates in Sacramento regional clinical placement system for clinical experiences- each entity has their own placement system- ITT has been included. These entities are also members of "Healthy Community Forum" and ITT has been included.**

*****ITT plans on first cohort to be placed in Maternal/Child rotations during the summer months of increased availability (June- Aug. 2013)**

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.6.1

DATE: May 18, 2011

ACTION REQUESTED: Feasibility Study Stanbridge College Associate Degree Nursing Program

REQUESTED BY: Carol Mackay, MN, RN
Nursing Education Consultant

BACKGROUND: Yasith Weerasuriya is Chief Executive Officer at Stanbridge College (SC). Mr. Weerasuriya is responsible for the development of the Stanbridge College Feasibility Study.

The Stanbridge College Feasibility Study dated October 5, 2010, is the first Feasibility Study submitted by the College. At the request of the BRN, additional information was received on December 3, 2010 and March 11, 2011.

The component parts of the Feasibility Study, which are required by the BRN, are as follows.

Description of the Institution

Stanbridge College is a privately owned, for-profit technical college located in Irvine, California. Stanbridge College was founded in June of 1996 as Executive 2000. Its name officially changed to Stanbridge College in August 2004. Stanbridge College has operated from its present location since September 1997.

Stanbridge College is currently approved by the Bureau of Private Postsecondary Education (BPPE) to offer four degree programs and three non-degree programs including a vocational nursing program. The degree programs are: AS Accounting; AS Information Technology; BS Accounting; BS Information Security; and, BA Liberal Studies. Stanbridge College's BPPE approval expires on April 1, 2014.

Stanbridge College is also approved to grant associate of science and baccalaureate of science degrees by the Accrediting Commission of Career Schools and Colleges (ACCS). This accreditation will expire April 1, 2014.

The vocational nursing program at Stanbridge College is accredited by the Bureau of Vocational Nursing & Psychiatric Technicians. This is a diploma program. In 2006, SC admitted its first class of vocational nursing students. Currently, there are 433 students enrolled in the full time and part time programs. From inception of the program to the present time, graduates of SC have excelled on the NCLEX-PN licensing exam with an average pass rate of 95.91% based on the 12 most recent reported

testing quarters. Accreditation of SC's vocational nursing program by the BVNPT expires on September 7, 2014.

Geographic Area

Stanbridge College is located in Orange County, California. This is the area from which it draws most of its students in the VN program, as well as the area in which these graduates work.

The SC Feasibility Study includes an overview of demographics for the population of Orange County, plus a description of the health care needs.

Type of Program

The proposed program will be a generic Associate Degree Nursing program. Stanbridge College offers its programs on a year round basis – three 16-week semesters per year. The proposed program will be seven semesters in length (2 years plus 16 weeks).

Stanbridge College plans to admit 30 students three times per year beginning March 15, 2012. At that time these students will start the prerequisite nursing courses. This first student cohort will then begin its nursing courses March 15, 2013. When the program is at full enrollment, the maximum number of students who will be doing clinical rotations in given semester is 120 students.

Currently, there are 10 approved pre-licensure registered nursing programs in Orange County. Five of these programs are associate Degree, four BSN and one ELM program.

Curriculum

The proposed curriculum consists of 90 semester units for the ADN. There are 37 pre-nursing units. These include all the BRN required prerequisites and the College's GE requirements. There are a total of 35 required nursing units (35 nursing theory and 18 of clinical practice). The Feasibility Study includes a brief description of all the courses in the proposed ADN curriculum. SC plans to award an Associate of Science degree upon successful completion of the program.

Resources

Stanbridge College has numerous faculty teaching in its vocational nursing program who the College expects will be eligible to teach in the proposed ADN program. No individual qualifications were reviewed for director, faculty or content experts during the Feasibility Study phase of the BRN initial approval process. This activity occurs in the Self Study phase of the process.

At the start of the ADN program, SC projects needing four full time faculty. This includes the director and assistant director and one staff support person. By full enrollment, the College's anticipates having 17 full time faculty and 14 part time faculty. Budget projections to support this size faculty were included in the Feasibility Study.

Stanbridge College's recruitment strategy is twofold – referrals from current faculty members and advertisements in leading nursing publications. The College's pay scale is competitive with the local

and regional market. The benefit package is also generous and in some areas exceeds that of other employers.

Stanbridge College has a full array of student support areas in place including Admissions, Financial Aid and Student Services, etc. The College is prepared to add additional staff in these areas to accommodate growth related to the new program.

Existing classrooms, skills lab, computer lab and library will meet the immediate needs of the proposed program. Skills lab and the library are being enhanced to meet the learning needs of RN students. The director and assistant director offices, cubicles for the faculty and a conference room for faculty and students are also ready for occupancy.

Budget

In preparing to implement the program, Stanbridge College has made a substantial financial commitment. To date, Stanbridge College has expended just over \$500,000 for development of the nursing program. An additional one million dollars has been designated as start-up funds to support the ADN program during the first three years of its implementation.

It is anticipated that the program will be completely tuition funded by 2013. Nevertheless, SC intends to retain a reserve funding of \$500,000 per year even after tuition from enrollments is sufficient to support the program. In this way, the College will be prepared for any contingencies that may occur and quality education will not be interrupted. A budget projection for the first five years of the program was provided in the Feasibility Study.

Clinical Placements

The Stanbridge College Feasibility Study documents a total of 10 clinical placements. There are signed Facility Verification Forms from the following facilities.

West Anaheim Medical Center
HealthBridge Children's Hospital
La Palma Intercommunity Hospital
Mesa Verde Convalescent Hospital
French Park Care Center
Bellflower Medical Center
The Earlwood Care Center (Torrance, CA)
Western Medical Center Santa Ana
Garden Grove Hospital
Promise Hospital of East Los Angeles

These forms demonstrate availability of clinical placements in all BRN required clinical areas (MS, OB, Peds, Psych and Geri). In addition, there are acute care experiences in all these areas. The program plans a faculty to student ratio in the clinical area of one to ten.

Stanbridge College is a member of the Orange County-Long Beach Consortium for clinical placement. And will work through this group to secure clinical placements following BRN approval of its ADN program.

Conclusion

The Stanbridge College Feasibility Study meets all the BRN Feasibility Study requirements.

NEXT STEP: Place on Board Agenda

**FINANCIAL
IMPLICATIONS, IF ANY:** None

PERSON TO CONTACT: Carol Mackay, NEC
(760) 583-7844

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.6.2

DATE: May 18, 2011

ACTION REQUESTED: Feasibility Study Weimar College Associate Degree Nursing Program

REQUESTED BY: Carol Mackay, MN, RN
Nursing Education Consultant

BACKGROUND:

Josephine Jacavone Kelley, RN, MS, CNS, CCRN, is Director of the Pre-Nursing Program at Weimar College. Ms. Kelley is responsible for the development of the Weimar College Feasibility Study.

The Weimar College Feasibility Study dated January 10, 2011, is the first Feasibility Study submitted by the College. At the request of the BRN, additional information was received for the Feasibility Study on March 9, 2011.

The component parts of the Feasibility Study, which are required by the BRN, are as follows.

Description of the Institution

Weimar College is a private, non-profit, faith based institution and entity of Weimar Center of Health and Education which is affiliated with the Seventh-day Adventist (SDA) Church. Weimar College traces its history to the late 1970's when an abandoned tuberculosis center was purchased in Weimar, California (near Placerville) to house the Center. The College opened in 1978 and through June 2008 has awarded 348 Baccalaureate and Associate degrees.

Weimar College is approved by the Bureau of Private Postsecondary Education (BPPE) to offer six degree programs, four non-degree programs and three registered programs. The degree programs are: AS General Studies; AS Health Science; BA English Language; BA Liberal studies; BA Pastoral Ministry; and, BS Health. Weimar College's BPPE approval expires on June 29, 2012.

Weimar College recognizes the importance of the transfer of credit units between universities. The President and Board of Weimar Center for Health and Education are strongly committed to obtaining WASC accreditation. The application process commenced on November 29, 2010 with the submission of the "Notification of Intent to Apply" and the \$10,000 eligibility fee. The Weimar College WASC task force continues to work on this project.

Currently, two Adventist universities (Southern Adventist University in Tennessee and Andrews University in Michigan) accept Weimar College credit units. Both of these universities have BSN and graduate level nursing programs. Further, these two universities are part of the North American Division (NAD) of the Adventist Church which consists of 10 accredited SDA universities. A task force has been established in the NAD to explore mechanisms of transfer of units from Weimar College to all ten universities.

In Fall 2010, Weimar College had a small student body of 50 enrolled full time students. In February 2011, there were a total of 22 students enrolled in health related programs; seven in Pre-Nursing, 10 in Pre-Medicine, and 5 in Massage and Natural Remedies. To date, there have been no graduates from the Pre-Nursing or Pre-Medicine programs, as both of these programs began in Fall semester 2009. There are eight graduates of the Massage and Natural Remedies certificate program. From 2/10/2001 to 11/3/2009, 75% of these graduates passed the National Certification Exam for Therapeutic Massage and Bodywork.

Geographic Area

Weimar College intends to service not only its immediate geographic area of Placer County, but also the National and International community in accord with the Seventh-day Adventist mission of humanitarian service. The Weimar College Feasibility Study includes a demographic overview of the population in Placer County, as well as a description of their health care needs.

Type of Program

The proposed program will be a generic Associate Degree Nursing program. Graduates of the program will be awarded an Associate of Science Degree in Nursing.

The course of instruction will be presented in semester units. Summer terms will be included in both the pre-nursing and nursing courses. The proposed program extends over two calendar years, plus one semester. (A total of five semesters and two summer terms.)

Weimar College plans to admit its first cohort of 24 students to the nursing courses on August 13, 2012. (These students will begin the already approved Pre-Nursing program in Fall semester 2011.) The College plans to admit 24 students every Fall semester thereafter.

The applicant pool for the proposed program includes young people who are dedicated to the mission and vision of the college. Currently, students are recruited to Weimar College from privately funded high schools operated by the Seventh-day Adventists throughout the US, Canada, Central and South America.

Weimar college is located approximately 50 miles from Sacramento where there are five pre-licensure nursing programs located. Four of these programs are at the Associate Degree level, and one is a BSN program.

The proposed nursing program will be promoted in many of the same venues where the College is currently being advanced: visits to high schools, the College's monthly news letter, and the college web site. Weimar college also recruits at a national conference (Seventh-day Adventist Generation of Youth for Christ) attended by over 5000 young people.

Curriculum

The proposed curriculum consists of 82-85 semester units for the ADN. There are 36-39 pre-nursing units and a total of 46 required nursing units (25 nursing theory and 21 clinical practice).

Weimar College already offers all the BRN prerequisite courses with the exception of general sociology which it will add to the curriculum Fall semester 2011.

Resources

Weimar College anticipates appointing the director of its Pre-Nursing program as Director of the ADN program. At maximum enrollment of 48 students, the College projects needing three full time (this includes the director and assistant director) and five part time faculty members with one staff person to support the program.

The College plans to enhance many of its existing resources to meet the needs of the new program. Currently, the computer lab has eight computers and the library has four computers for student use. In preparation for the nursing program, funds have been allocated to purchase 10 additional computers and software packages specifically for the nursing program. Regarding the library, plans are ongoing on the campus to develop the library as a learning center rather than a volume holdings resource. For the proposed ADN program, the focus is on securing health related data bases and electronic subscriptions and books.

Classroom, office and simulation space have all been designated for the proposed program. Four simulation areas/mannequins are planned. The proposed renovation is scheduled to begin in April 2011 with completion by August 2011.

Budget

To date, Weimar College has expended \$20,000 on development of the nursing program. An additional \$400,000 from the Weimar college general fund has been allocated for ADN program development. Budget projections for the first three years of the program were provided.

Clinical Placements

Securing clinical placements has been a major challenge for Weimar College. Initially, efforts to secure clinical placements in acute care facilities in Placer County were unsuccessful. Next the program contacted Seventh-day Adventist facilities in Northern California with a positive response. Due to the distance of these clinical facilities from the main campus, intensive theory sessions will be immediately followed by intensive clinical experiences within the same semester. Summer sessions are planned for clinical experiences most difficult to secure placements. The program plans to obtain lodging for students to reduce the amount of travel required.

The Board has received several letters from Board approved nursing programs currently using these facilities expressing their concern that a nursing program from out-of-the-area will be using the clinical facility. The Board recognizes decisions regarding clinical placements for new programs rest with the clinical facility. However, the Board wishes to aware of any issues when reviewing Feasibility Studies.

Weimar College has signed Facility Verification Forms from the following clinical settings.

Feather River Hospital
St. Helena Hospital
Sonora Regional Medical Center
Ukiah Medical Center
Beautiful Minds
Placer Community Action Council Head Start/Early Head Start
Horizon West Auburn Ridge Health Care

Sierra Nevada Memorial Hospital

There are two main areas of concern related to clinical placements. At this time, Weimar College has some acute care experiences in OB, but not enough to support an average size clinical group. And, to date all secured pediatric experiences are community based.

During the self study phase of the initial approval process, clinical rotations in all the BRN required clinical areas must be secured.

Conclusion

The Weimar College Feasibility Study meets all the BRN Feasibility Study requirements.

NEXT STEP: Place on Board Agenda

**FINANCIAL IMPLICATIONS,
IF ANY:** None

PERSON TO CONTACT: Carol Mackay, NEC
(760) 583-7844

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.7
DATE: May 18, 2011

ACTION REQUESTED: Accreditation of Schools With Prelicensure Nursing Programs - Update

REQUESTED BY: Leslie A. Moody, Board Liaison
Education/Licensing Committee

BACKGROUND:

During the regulatory process for the recently approved education regulations, the concept of requiring accreditation of all prelicensure nursing programs was raised. Several commentators submitted public comments on the proposed regulations recommending an accreditation requirement. The Board voted to accept the comments and to consider promulgation of a separate regulatory proposal requiring that institutions of higher education be accredited. At its February 2011 meeting, the Board revisited the issue and decided that it would be in the public interest to hold public forums for the purpose of gathering input prior to developing regulatory proposal language.

Public forums have been scheduled on separate dates in four California locations (Sacramento, Los Angeles, Fresno, San Diego) beginning April 26 and ending June 14, 2011. Notices of the public forum dates and locations, and a background information document were posted on the BRN website on March 21 and were mailed to stakeholders as identified and requested.

Three of the public forums have been completed on April 26 in Fresno, on May 10 in San Diego and on May 17 in Los Angeles. In addition to oral input presented at the forums, written communications have been received from interested parties. All of the input is being collated and will be presented to the Education/Licensing Committee following the final scheduled forum of June 14 in Sacramento. This will be ready for reporting at the August 10 meeting of the Education/Licensing Committee.

NEXT STEPS: Provide update to the full Board at the June 15, 2011 meeting. Continue to collect and collate input for presentation to ELC at the August.10, 2011 meeting.

FISCAL IMPLICATIONS, IF ANY:

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.8

DATE: May 18, 2011

ACTION REQUESTED: 2009-2010 Post-Licensure Program Annual Report

REQUESTED BY: Julie Campbell-Warnock
Research Program Specialist

BACKGROUND: (Draft report provided under separate cover)

In 2004-2005, the BRN first surveyed California post-licensure nursing programs. The 2009-2010 Post-Licensure Nursing Program Report presents analysis of the current year data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in program sections, including RN to BSN Programs, Master's Degree Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student census data. Faculty census data is included in a separate section as it is collected by school, not by degree program.

NEXT STEPS: Provide to the full Board and post final report on the BRN website.

FINANCIAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
(916) 574-7681

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.9

DATE: May 18, 2011

ACTION REQUESTED: Licensing Program Overview and Statistics

REQUESTED BY: Bobbi Pierce, Staff Services Manager I
Licensing Standards and Evaluations

BACKGROUND:

Program Update:

The Board of Registered Nursing Licensing Program has been processing applications for graduates wanting to take the NCLEX-RN. California schools are able to provide the Board with information for their graduates a minimum of 4 weeks prior to the graduation date; however, we are still finding that some schools are not submitting documentation until after the graduation date. We have found that by the schools waiting until after the graduation date to send the Individual Candidate Rosters, the chances of a student who did not complete all educational requirements being deemed eligible for the examination decreases.

From February 23, 2011 to April 30, 2011, 270 new California graduates have been deemed eligible to take the NCLEX-RN examination. Currently, the Licensing Unit has received Individual Candidate Rosters for 1,462 students scheduled to graduate in May. The processing of these applications will be completed when the student had graduated.

The Licensing Program is still facing some challenges. The Licensing Unit still has vacant positions for three Key Data Operators (KDOs); and the Office Services Supervisor II (OSSII) for the Support Unit. These positions are vital to maintain the workflow in the Licensing Unit. The KDOs create the new files that are then directed to the Evaluators for processing. The OSSII supervises the Support Unit to ensure that applicant files are created and distributed to the Evaluators in a timely manner.

The remaining 4 Key Data Operators have risen to the challenge of the increase in the number of applications. They all have now received training and are now able to assist in all aspects of the Support Unit. Because of their diligence; we currently have no backlog of applications.

Statistics:

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to

contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last two fiscal years and ten months of Fiscal Year 2010/11 are attached. You will note that there is a decrease in the number of applications for examination, endorsement and repeaters during the last two fiscal years. It is believed that this is due to the economic slowdown and the Boards no longer accepting applications that do not include a United States Social Security Number.

Issues:

- Staff is now receiving an increase in transcripts from Philippine applicants who have completed a two-year preparatory program. At the completion of the program the student is awarded a Certificate in Two-Year Associate in Health Science Education (AHSE). This course complies with the Commission on Higher Education (CHED) and comprises the general education component of all Baccalaureate degrees in the Health Professions. It is only to be offered in Colleges and Universities with recognized health programs. Our concern is that credit(s) for nursing course work offered in this AHSE program may be accepted to meet registered nursing level course work.

Based on the information we have received, upon completion of the two-year preparatory course, the graduates are equipped with the appropriate competence to function as a "primary health care provider" such as a Health Aide or Community Health Aide.

- Still receiving questionable transcripts and nursing licenses from the Philippines. For example: four applicants who attended the same nursing program had transcripts sent allegedly from their nursing school. The transcripts were questionable which prompted staff to contact the school. A response was received from an official at the school informing us that none of these four applicants attended that school
- Another applicant began a nursing program in the Philippines. The applicant left the program in 2000 and returned in 2007. The documentation from the program shows that this applicant completed 136 hours of lectures and 408 hours of clinical practice. These hours were completed in 16 weeks, according to the documentation received from the school; however, the applicant was in the Philippines for only 24 days during this tie period.
- Credits given for entire programs such as vocational nursing, nursing assistant and MD level to meet RN course work requirements. The student completes minimal theoretical and clinical course work prior to receiving the degree as a Registered Nurse.
- Modular distance learning programs offering self-directed and/or independent study. These students have only occasional interaction with an assigned tutor, and how, when and where the clinical practice is completed is questionable. .
- Still receiving applications from students who attended on-line programs offering degrees based on work and/or experiences and the degree is awarded in as little as 7 days. A

transcript for an applicant who completed one of these programs was sent from a company based in the United Arab Emirates.

NEXT STEPS:

FISCAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Bobbi Pierce, Staff Services Manager I
Licensing Standards and Evaluations
(916) 574-7668

**CALIFORNIA BOARD OF REGISTERED NURSING
LICENSING STATISTICS**

DESCRIPTIONS	FISCAL YEAR 2008/09			FISCAL YEAR 2009/10			FISCAL YEAR 2010/11 7/1/2010 – 4/30/2011		
	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED
REGISTERED NURSE – EXAMINATIONS ENDORSEMENTS & REPEAERS	50,504	8,398	23,624	44,516	7,492	23,357	27,474	6,6,693	19,629
CLINICAL NURSE SPECIALISTS	246	13	216	240	27	204	174	40	173
NURSE ANESTHETISTS	142	1	129	139	4	124	135	19	131
NURSE MIDWIVES	38	0	45*	42	0	38	38	3	43
NURSE MIDWIFE FURNISHING NUMBER	37	0	35	37	2	32	19	5	18
NURSE PRACTITIONERS	817	0	804	937	9	854	674	68	807
NURSE PRACTITIONER FURNISHING NUMBER	704	2	680	670	7	598	594	68	635
PSYCH/MENTAL HEALTH LISTING	9	1	6	5	1	4	7	3	5
PUBLIC HEALTH NURSE	2,148	98	1,997	2,538	120	2,373	2,371	285	2,377

*Nurse-Midwife applicants are often educated outside of the United States and must remediate course work prior to certification.

**Applications pending – Initial evaluation is complete; additional documentation required to complete file or applicant needs to register with the testing service, Pearson VUE.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.10

DATE: May 18, 2011

ACTION REQUESTED: NCLEX-RN Pass Rates Update

REQUESTED BY: Katie Daugherty, MN, RN
 Nursing Education Consultant

BACKGROUND: The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES

April 1, 2010 – March 31, 2011**

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	10,998	87.58
United States and Territories	140,855	87.27

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES

By Quarters April 1, 2010-March 31, 2011**

4/01/10- 6/30/10		7/01/10- 9/30/10		10/01/10- 12/31/10		1/01/11- 3/31/11		4/01/10- 3/31/11	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
2,114	89.92	4,423	86.03	994	80.38	3,467	90.19	10,998	87.58

**Includes (6),(6),(2) & (6) "re-entry" candidates*

*** 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.*

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1 – June 30), if there is substandard performance (**below 75% pass rate for first time candidates annually**), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

NEXT STEPS: Continue to monitor results

FINANCIAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Katie Daugherty, NEC
 (916) 574-7685

California Board of Registered Nursing

**NCLEX-RN Pass Rates First Time Candidates
Comparison of National US Educated and CA Educated Pass Rates
By Degree Type**

Academic Year July 1, 2010-June 30, 2011

Academic Year July 1-June 30	July-Sept		Oct-Dec		Jan-Mar		April-June		2010-2011 Cumulative Totals
	#Tested	% Pass	#Tested	% Pass	#Tested	% Pass	#Tested	%Pass	
National US Educated- All degree types *	53,342	(84.8)	12,037	(81.7)	35,230	(89.3)			
CA Educated- All degree types*	4,425	(86.0)	994	(80.3)	3,467	(90.1)			
National-Associate Degree rates**	30,237	(84.0)	6,947	(79.9)	20,831	(88.1)			
CA-Associate Degree rates**	2,888	(86.0)	573	(78.5)	2,382	(89.9)			
National-BSN+ELM rates***	21,547	(85.8)	4,631	(83.8)	13,557	(91.0)			
CA-BSN+ELM rates***	1,530	(86.0)	419	(82.8)	1,079	(90.9)			

National rate for All Degree types includes four categories of results: Diploma, AD, BSN+ELM, and Special Codes. Use of the Special Codes category may vary from state to state. In CA, the Special Codes category is most commonly used for re-entry candidates such as eight year retake candidates wishing to reinstate an expired license per CCR 1419.3(b). The CA aggregate rate for the All degree types includes AD, BSN+ELM, and Special Codes but no diploma program rates since there are no diploma programs in CA. CA rates by specific degree type exclude special code counts since these are not reported by specific degree type.

**National and CA rates reported by specific degree type include only the specific results for the AD or BSN+ELM categories.

*** Historically, ELM programs have been included in the BSN degree category by NCSBN.

Note: This report includes any quarter to quarter corrections NCSBN has made in data.

Source: *National Council of State Boards Pass Rate Reports*